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ABSTRACT

Designed to help secondary teachers in British Columbia (Canada) supplement the curriculum, the guide contains a series of units focusing on women's studies. The units can be integrated into English, social studies, and guidance courses or used as a resource for the development of a women's studies course. Topics covered are reflected in the unit titles: Images of Masculinity and Feminity; Learning Sex Roles; Physiology of Sex Differences; The Family; The Economy; History of Women in Canada; Politics; The Law; Education; Literature and the Arts; and Women in Other Cultures. Objectives, a summary, and suggestions for many classroom activities are provided for each unit. Examples of the kinds of activities in which students are involved include the following: Students keep a journal in which they record the influence of sexual stereotypes on the world in which they live, define and evaluate the qualities associated with female and male stereotypes, choose and research one alternative form of the family and make a presentation to the class, read and discuss books, analyze television ads and programs, examine research on biological differences between the sexes, create a possible marriage contract, analyze graphs, and participate in a mock parliament. (RM)

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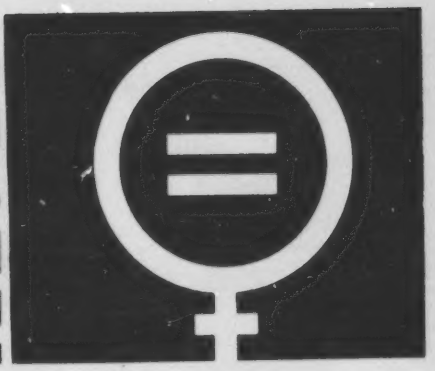
WOMEN'S STUDIES



A Resource Guide for Teachers

January 1981

British Columbia Dept. of Education, Victoria

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FOREWORD

The Resource Guide for Women's Studies is a series of units which can be integrated into **specific subject courses** such as **English, social studies** and **guidance** or which can be used as a resource for **the development of a local course in women's studies.** Approval by the Board of School Trustees is required for the implementation of any locally-developed course.

A bibliography and a list of other resources for students and teachers is being prepared as a supplement to this guide.

INTRODUCTION

The Purpose of Women's Studies

The Women's Studies Guide was developed to assist teachers in supplementing the curriculum and making knowledge about the role of women in society available to as many students as possible. The guide focuses on women's role in the past and in the present for the purpose of encouraging all students, male and female, to contribute fully to the society of the future. Students are provided with information on how the nature of our society has been affected by changes in women's roles. All students are affected by changes in women's roles and must assess them as they plan their own particular roles as adults.

The inclusion of women's studies in the curriculum is consistent with the statements of philosophy for public schools in B.C. as outlined in the **Administrative Bulletin for Secondary Schools,** 1974. "The ideal is that of developing an individual with insight into the past and present and the ability to contribute to the future" . . . and to create students who are, "generally well informed with an appreciation and an understanding of our changing society and some realization of their own particular role in it."

Objectives

The objectives can be summarized under the four major headings outlined in the **Social Studies Curriculum Guide — 1968.**

1. **Knowledge:** "To cause students to acquire a body of knowledge comprised mainly of basic concepts or principles and generalizations about the functioning of human societies both past and present, both at home and throughout the world."

   Women's studies seeks to convey knowledge:

   (a) about how women participated in a variety of social institutions such as the family, the economy, the arts and education during various historical periods, with an emphasis on Canada, as well as with some comparative data from other societies.

   (b) about theories from a variety of perspectives which seek to explain why women participated in the way they did.

2. **Methods of acquiring knowledge:** "To cause students to develop some facility in using the methods of inquiry through which knowledge in the social domain is discovered and acquired."

   Women's studies is based on open-ended inquiry projects that differ from unit to unit depending upon the subject area involved. A variety of research and inquiry skills including library research, personal interviews, community surveys, case studies, creative writing and critical reading, are required for the projects. Since women's studies is a new area, much of the learning that takes place will depend on students' ability to find information in their own communities. This is a skill that will be useful to them when they are no longer in school.

3. **The use of knowledge and a spirit of inquiry:** "To cause students to develop the capacity for the sorts of speculative and creative thought which enable one to think hypothetically, to hold tentative conclusions, and to reconstruct the knowledge already in one's possession."

   Women's studies encougages students to explain their everyday experience as well as the experience of women in other times and places, and to re-evaluate the theories they and others have used to understand

this experience. This will involve speculative and creative thought.

4. **Value questions:** "To provide a forum in which students may learn to deal with value questions in an intellectually and ethically honest way."

   Women's studies raises a variety of important value questions that students must learn to deal with in order to plan their own future role in society. Students are encouraged to apply their own system of values to the questions that are raised. At the same time, teachers should recognize that value conflicts are certain to occur and that handling these situations will require special skill and tact.

Note to Teachers

While students should be encouraged to analyze their own experiences and make decisions about their own lives, women's studies is not designed for personal counselling.

A variety of viewpoints will be expressed in the class. Each student's views should be respected. Women's studies should not be a forum for the expression of unsubstantiated opinion but for reasoned argument based on research. The objective is to teach students to "deal with value questions in an intellectual and honest way." **(Administrative Bulletin for Secondary Schools, 1974)**

If it is decided to prepare a separate elective course, the following may merit consideration in planning.

(a) Such a study should be interdisciplinary and this suggests there could be value in consultation with other teachers.

(b) Some provision should be made for individualizing the course to allow for some personal, avocational interests and goals to be pursued in an intellectually sound manner.

(c) Parents and students should be provided with information about the purpose and nature of the course in order to avoid misinterpretations.

(d) Resource people may be of considerable assistance but if it is planned to use them some provision should be made for acquainting them with the course and with their role in it, since the school is still responsible for it.

(e) This guide is presented as a resource which teachers may find useful in designing their own women's studies curriculum at the local level. Teachers should feel free to choose from among the activities suggested. Some may be more feasible in one community than another and some resources will be more accessible in some parts of the province. Local community studies are particularly valuable for students and the teacher is encouraged to make use of local resources.

(f) Provision should be made for evaluating both the course and student achievement. Since some of the study involves issues and values care should be taken to avoid the imposition of a particular set of convictions on the individual in assessing achievement.

(g) When a school develops a women's studies course or a women's studies unit in an existing course, it is important to provide parents with information which will answer their questions about its content and activities in order to avoid any misinterpretations.

References

There are some materials in the **Women's Kit** produced by the Ontario Institute for Studies in Education, that provide valuable learning experiences for students. The area of women's studies is recent and there are not many materials available at the high school level. Although references to the **Women's Kit** are made, this does not imply that all the materials in the kit are recommended as learning materials. It is expected that professional judgement will be used in selecting appropriate material for students. The **Women's Kit** is available from the Ontario Institute for Studies in Education, 252 Bloor Street, Toronto, Ontario at a cost of $57.00.

The following reference materials are among those which were used in preparing this guide:

Never Done, The Corrective Collective, Canadian Women's Educational Press, 1974.

Report of the Royal Commission on the Status of Women in Canada, Information Canada, 1970.

Women in the Labour Force, Facts and Figures, 1973 Information Canada.

Women in Education, Gage, Toronto, Ontario.

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IMAGES OF MASCULINITY AND FEMININITY

In this unit students will:

1. Gain some general understanding of concepts such as "discrimination", "sex role stereotype".
2. Gain some insight into the relationship between language and sex role attitudes.
3. Understand how attitudes towards the sexes are conveyed in a subtle way by a variety of social institutions.
4. Understand how their own thinking is influenced by their social environment and how it unconsciously reflects sex role sterotypes.

Teacher Summary

The activities in this unit are designed to encourage students to participate in experiences that will demonstrate to them how often the culture's assumptions about masculinity and femininity are expressed.

After these assumptions have been revealed, the teacher should deal directly with the concepts of stereotyping and discrimination and with how conditioned we are by the social world in which we live.

Women's studies will be more effective if some effort is made to create a learning environment in which students are able to respond to one another and discuss personal questions in a non-threatening way. Therefore, some of the introductory activities are designed to stimulate interest in women's studies and to allow students to get to know one another.

A large number of activities are suggested here. You will want to choose from among them according to your own preferences. Some of the activities may be used throughout a **course** or they may be used later on in a **course**.

Classroom Activities

1. a) Have students define the terms sex role, sex stereotype, discrimination on the basis of sex, and sexism without using any reference source. One way of doing this would be to have students write down their own definitions, then share their own definitions with two or three other students and attempt to come to some con-

sensus. Finally, share the results in the whole class.

b) Have the students use reference books to check their own definitions against the definitions of "experts". Use the dictionary, encyclopedias or social science texts.

c) To check the utility of their definitions, ask specific questions such as:

   i. What is the difference between a generalization "women are shorter than men" and a stereotype "women are emotional and flighty"?

   ii. When is differential treatment appropriate (children cannot get drivers' licenses) and when is it discriminatory (women could not enter medical schools)?

d) Find articles where the word sexism is used. Can you define this word by looking at the context in which it is used? Look it up in several dictionaries. If it has not been entered, discuss how the word has become popularized and why it has not yet been included in a dictionary. Find a recent sociology text which uses and defines the word.

2. Journal. It will be useful for students to keep a journal during the course which will reflect their reactions to the course and their growing awareness of the influence of sexual stereotypes on the world in which they live.

   The journals give students an opportunity to do some creative writing and encourage them to apply the learning that is taking place in school to an understanding of their own experiences.

   Different teachers will make different use of the journals. You may want to look at them only if the student asks you. You may want them to be handed in and used to evaluate the progress a student is making.

3. Scrapbook. Clippings that reflect or comment on male/female roles may be collected from newspapers and magazines. Articles, pictures, advertisements, letters to the editor may all be relevant. These materials can be used as readings for the course, as it is often difficult to find appropriate readings. They can also be used to encourage students to think about the content of the course while they are reading newspapers and magazines, and thus get into the habit of critically scrutinizing popular reading materials. This activity ought to encourage them to see the relevance of the course to their lives outside the school.

   You could use the scrapbook simply as a reference book for the class, or you could have students write comments on the material they collect.

4. Defining the female and male stereotype. The purpose of this activity is to have students define and evaluate the qualities associated with female and male stereotypes. Make a list of about 30 adjectives. Put the adjectives onto cards and give each student a set of adjectives. Ask the student to sort their adjectives into three piles: one describing the stereotype of males in our society; one for the female stereotype; and a third for adjectives which fit into neither category. When they have finished get them to compare their groups of adjectives with their neighbour's. See how much agreement there is in the class. Discuss the stereotypes you have come up with. See which stereotype includes the most positive characteristics by getting students to sort their adjectives into positive, negative and neutral piles.

A variety of other questions could be asked and answered by sorting adjectives; for example, what qualities are most important for your daughter to have? For your son? Are these different? Why? What qualities are most important for a wife/husband, mother/father?

Alternatively, allow each student ten minutes to make a list of characteristics of women (or men). If they have difficulty, tell them to try thinking of one woman (or man) they know. Then divide them into small groups (3-5) and have them first read their lists then say which characteristics on the list are true of themselves, then which characteristics they like. Then have the small group, as a team, select ten items from the combined lists that they think are most important. It is essential that they agree on the meaning of each characteristic. Then have them rank the items from 1 to 10. Who is the person they have created? The ideal woman (or man)? The typical woman (or man)? Are the characteristics positive or negative? Try several variations: girls working on female characteristics and boys on male, vice versa, both sexes working on the same sex, all-female and all-male small groups, mixed small groups. Have the teams compare the result.

5. The purpose of this activity is to have the students relate sex role stereotypes to their own school setting.

   Write a list of activities associated with high school such as dating, use of language, clothing, sports, smoking, etc. Set up two columns; one for females and one for males. Have students write their expectations for females and males in each activity.

   Encourage students to be specific about their experiences. At the completion of the exercise, discuss the reasons for the different expectations for females and males.

6. Make up a collage or montage or simply draw what society considers to be the "ideal woman" and the "ideal man". Ask students to explain their ideal. (Include physical description, emotional characteristics, personality and mannerisms.) To what extent are stereotypes reflected in your collage? Relate the pictures to the adjective sort activity (#4).

7. Cut out pictures of people of various facial types and have students describe each one and speculate on what that person may be like. Do they react more favorably to women who fit the traditional concept of "feminine" and men who fit the traditional concept of "masculine"? How wide a range of possibilities are described by the class for people of each sex? (e.g., in terms of occupations.) What aspects of personality and life-style do they concentrate on with each sex? (e.g., do they speculate on marital status and number of children more frequently with women than with men?) What effect does physical attractiveness have on your description of males? Of the females? Why are they different?

8. Draw a series of stick figures (indistinguishable as to sex) holding objects or doing something (e.g., holding a broom, driving a van, holding a bat). Have the students make up stories about them. Point out which sex is attributed to each character. In what ways do the descriptions reflect sexual stereotypes?

9. Language usage. "The Whorf hypotheses asserts that the speakers of a given language see the world in a special way and that the language they speak determines how they perceive the world. Although many linguists question Whorf's position, they do agree that our language acts as a kind of filter through which we perceive realtiy". (**The**

Dynamics of Language 5.) The following activities will suggest ways in which this concept operates with respect to sex role stereotypes. Relate each activity to Whorf's hypothesis and the students' background and knowledge about word connotations.

a) Parallel word activity. For each word listed find the male or female equivalent. Does the parallel word have the same connotation as the original? Is there a status or power difference between the words? Is one word more positively evaluated than the other? What image is created by each word? The following examples will get you started. Have the class think of others.

spinster	hobo	sissy
little old lady	poetess	bum
doll	housewife	old goat
career girl	old maid	heroine
he-man	the little woman	waiter

b) Why do we say "now **that's** a man" when he does something heroic but not "now **that's** a woman" when she does the same thing? Why is there a family man but no family woman? Why are there career girls but no career boys? If women henpeck, why don't men roosterpeck? Why do we have forefathers but not foremothers? Think of other similar examples.

c) "Man" is used to include woman. "His" is used to include hers. Our language uses the male pronoun to subsume the female. How do you feel about this? Are there any alternatives? Find examples of this kind of usage and try to work out alternative ways of expressing the thought. Try using women to mean all people the way man is used: "No woman is an island". "Woman is born free and everywhere she is in chains". "All women are created equal."

d) Why are women known as Miss or Mrs. when men are always known as Mr.? How do you feel about women being called Ms.?

e) Look up "male", "female", "masuline", "feminine", "womanly", "virile", etc. in the dictionary. Does the dictionary accurately reflect the stereotypes you came up with in activity #5? What connotations has each word developed in our culture? Are the personal meanings you attach to the words the same as the meanings the dictionary gives?

f) A man and his son are in a car accident. The father is killed. The child is badly injured and is taken to hospital where it becomes apparent that he needs an operation. The surgeon comes in to examine the boy before the operation and exclaims, "I cannot operate. This is my son." How can this be?

   i. Look up the word surgeon in the dictionary to see if it is defined as a male occupation.

   ii. If surgeon is not defined as a male occupation, why do you think of the surgeon in the riddle as a male?

   iii. Can you create a similar riddle?

g) Why is a newly married couple pronounced man and wife rather than husband and wife or woman and husband?

Have the students sit in a circle. Have each in turn say a word or phrase that is used in a negative and positive way about women. For instance, "flighty", "scatterbrained", "comforting", etc. Have the students repeat

the activity using terms to describe men. For example "weak", "tough", etc. What stereotypes appear? How many of the words when applied to the opposite sex would have the same positive or negative meaning?

10. Famous Quotations. Find quotations that illustrate the attitudes of famous people toward women. This will introduce students to historical and cultural perceptions of women. Each quotation can be discussed in light of the historical period in which it was said and the person who said it. Are similar attitudes still prevalent today? Find present day quotations that define the female character.

    a) "There's nothing in the world worse than woman — save some other woman." Aristophanes, 425 B.C.

    b) "Suffer women once to arrive at an equality with you, and they will from that moment become your superiors." Cato the Censor, 215 B.C.

    c) "Most women have no character." Alexander Pope, 1735.

    d) "The fundamental fault of the female character is that it has no sense of justice." Arthur Schopenhauer, 1851.

    e) "If there had been a society of men and women in which the women were not under the control of the men, something might have been known about the mental and moral differences which may be inherent in the nature of each. What is now called the nature of women is an eminently artificial thing — the result of forced repression in some directions, unnatural stimulation in others. It may be asserted without scruple that no other class of dependents have had their characters so entirely distorted from its natural proportion by their relation with their masters." J.S. Mill, **The Subjection of Women,** 1869.

    f) "People tell us of the good old days of chivalry when womanhood was really respected — when a brave knight rode gaily forth to die for his lady love. But in order to be really loved and respected there was one hard and fast condition laid down, to which all women must conform — they must be beautiful, no getting out of that . . . Then they were all right and armoured knights would die for them quick as a wink". — Nellie McClung — 1854-1951.

    g) "Thus women's entire education should be planned in relation to men. To please men, to be useful to them, to win their love and respect, to raise them as children, care for them as adults, counsel and console them, make their lives sweet and pleasant: these are women's duties in all ages and these are what they should be taught from childhood on." **Emile,** Rousseau (1762).

    h) "Evolution teaches us that the greater the differences between the sexes, the stronger and more fit will be the resulting offspring. Consequently, 'masculine' in woman, the equality of the sexes, is a retrogression and an utter absurdity, the last dream of romantic and idealistic socialism." August Strindberg (1849-1912).

    i) "There is therefore no function in society which is peculiar to women as woman or man as man; natural abilities are similarly distributed in each sex, and it is natural for women to share all occupations with men, though in all, women will be the weaker partners." **The Republic,** Plato (428-347 B.C.)

11. Creative writing activities to explore sex stereotypes and assumptions about sex role differences.

a) The things I love/hate about being a boy/girl.

b) If I were a boy, I would . . . . . .
If I were a girl, I would . . . . . .

c) How I would like to see my son/daughter grow up. Include the most significant events in his/her life, and then compare male/female answers.

d) My life at age 20, 30, 50, 80. Compare male and female essays. Alternatively, have students rewrite their essays from the viewpoint of the opposite sex and compare the two versions.

e) Looking back at my life at the age of 80. Compare male and female projections of their future lives. Are both sexes realistic?

f) A story about a very feminine girl or a very masculine boy. How would she/he feel, look, act? Determine what qualities are associated with femininity and masculinity. How realistic are the people you are describing? How important are these masculine and feminine characteristics to you?

12. Cut out questions from Ann Landers and Dear Abby that relate to sex role stereotypes.

a) Discuss the response of the columnist. Does the answer indicate a double standard for females and males?

b) Write your own responses that solve the problem without using sex role stereotypes.

c) Write your own questions for the columnist and have the class respond.

13. Ask students to read the story by Doris Lessing from the **Women's Kit** ("Notes for a Case History" from **A Man and Two Women**). Discuss how sex role stereotypes influence the careers of the two women.

14. Have students study TV ads, TV programs, comic strip characters, nursery rhymes, and children's stories for examples of male-female roles. What are the women/girls doing? What are the men/boys doing? Discuss in light of stereotypes.

15. Make a list of verbal expressions, cliches or sayings which involve a traditional view of women. For example: A woman's work is never done. Women's place is in the home. Do the same for men. What common stereotypes emerge?

LEARNING SEX ROLES

This unit is designed to have students:

1. Be aware of how sex roles are acquired as children grow up.
2. Know about some of the psychological research on the learning of sex roles.
3. Consider how their own development has been influenced by sex roles expectations.
4. Be able to make more conscious planned decisions about acting with reference to sex role expectations.

Teacher Summary

This unit can be based, to a large extent, on students' examination of their own experience and the experience of their brothers, sisters and friends in learning sex roles. Learning from personal experience is often the most effective method of learning. However, it may be useful to introduce some research that is more academic.

The simplest model of sex role development is that girls are reinforced for different kinds of behavior than boys. Much of the research has shown that adults treat male and female children differently, even while they are infants. Mothers talk to their girls more and cuddle their boys less. Boys are told not to cry, and girls are told not to fight. Girls learn to imitate and to "identify" with female role models.

Another model of how children develop focuses more on their active thinking about the world. Kohlberg's article in **The Development of Sex Differences** describes this in great detail. He argues that we must look at the way children learn to define "feminine" and "masculine". Their sex role stereotypes will be their attempt to make sense of the world and will be dependent on their level of cognitive maturity, as well as on the world they experience. Talking to young children about sex roles is an interesting way to explore this theory. In her new book **Psychology of Sex Differences**, Maccoby concludes that this process is more important than simple differential reinforcement.

In this unit, the teacher should not simply catalogue sex differences, although a wide variety of average differences between the sexes on a large number of personality and attitude variables have been found in research studies. It is more useful to understand **how** our ideas of appropriate male and female behavior influences the way we rear children. However, some areas of sex differences are especially interesting.

Achievement

There are no IQ differences between males and females, but in North America there are sex differences in the performance of males and females on reading and verbal activities (where girls tend to do better), on spatial activities (where boys tend to do better) and on overall grades (girls tend to get better grades through high school) (Maccoby, 1966). Much of this can be understood in terms of the simple learning of sex role behaviors and expectations. Some other interesting research on the subject has been done by Matina Horner. She gives girls the cue statement "At the end of first term finals, Anne was at the head of her medical school class." She then asks them to describe Anne and what will become of her. She has found that a large number of girls say a variety of negative things about Anne (she is ugly, does not have a boyfriend, will be unhappy, etc.). Horner calls this negative stereotyping of successful women "fear of success", and uses the concept to explain why so many girls do not succeed.

Self Concept

A variety of studies have suggested that girls and women have fewer positive self concepts, and fewer stable self concepts than men. Again this can be explained in terms of sex role learning. As some of the activities in the "Images of Masculinity and Femininity" unit reveal, the feminine stereotype is less positive than the masculine stereotype. It is all right to be a tomboy, but not to be a sissy. This is reflected in a girl's own lower self concept, and less self confidence. Since the female role demands that a girl always pleases other people, she learns to define herself through other people, rather than to develop a stable sense of who she is.

A variety of social institutions besides the family are responsible for sex role socialization. Media, books, religion and school may consciously, or unconsciously, influence the way we develop our ideas of appropriate sex role behavior. It is also important to recognize that social pressures are very real, even if a girl or woman has not internalized a set of sex role expectations for herself. Even if a girl feels she would like to ask a boy out on a date, she may not be able to ignore the social pressure and ridicule she might experience. Even if a mother feels she would like to work when she has young children, she may not be able to persuade her husband or be able to find day care facilities. In other words, psychology, or learning the sex role, is not the whole problem, or the whole solution.

Class Activities

1. Read the attached role reversal story, "The Picnic", designed to point out how males and females are brought up differently. Discuss. What was your response to the story? Why? What do you consider to be the main point of the story?

2. Have students write about their own experience in learning sex roles. In what ways can they remember being treated as a female or a male? Have them include different areas of life (sports, dress, etiquette, fighting, crying, curfew rules) and different institutions (family, school, peers, church). Have the class share their experiences. What does this teach you about the experience of growing up male or female in Canada?

3. An alternative way to look at sex role learning is to have students write about the ways in which they have been treated differently from their brother/sister, if they have one. If they do not, they could imagine how their parents would treat a daughter/son.

4. Have every student in the class interview an elementary or preschool child about sex roles. Have students make up a variety of questions. E.g., "What does it mean to be a girl/boy?" "Is it possible for girls to become doctors, pilots, and truck drivers?" "Can boys become nurses, secretaries, and homemakers?" "Would they rather be the opposite sex?", etc. Discuss where children get their ideas from. How do children of different ages differ in their awareness of sex roles? Try to explain your findings.

5. Give the cue, "At the end of first term finals, Anne was at the head of her medical school class" or make up some variation on this (Anne is at the head of her engineering class, Anne is a successful plumber.) Use the same cue, but substitute a male name for Anne (John is at the head of his medical school class). Compare the stories and discuss the implications.

6. Go to any newspaper or catalogue and cut out pictures of toys, clothes or games for children. Note the descriptions, pictures or captions which segregate items for boys and girls. Rewrite the description to make it appropriate for all children.

7. Examine birthday cards, baby announcements, baby congratulations cards, birthday cakes, etc., for boys and girls. How are they different? Why? How important is it to send a sex-appropriate card?

8. What are little girls made of? What are little boys made of? Complete the original rhyme and discuss. Write some alternatives.

9. Examine the texts that are used in child care courses in your school. Are there suggestions in these books that boys and girls should be treated differently as they are growing up. Look at pictures as well as the written text. Discuss your reactions to what you find. Is treating a girl differently from a boy ever justifiable? Why? See Activity #2 in the Family Unit for specific examples.

10. This activity explores the importance of rational decision making as opposed to conditioning in acquiring sex roles. To what extent is behavior a personal decision and to what extent does it simply reflect society's expectations?

    a) Often in books on psychology people are shown as passively accepting all they are taught by their society. This concept is based partly on experiments in conditioning animals. Discuss how realistic this concept is in light of your own experience. Have you internalized all your parents', teachers', and peers' expectations for you? Why or why not? Consider different areas where your own ideas are more likely to be your own; where they are more likely to reflect those of your parents, (e.g., clothing, career plans, attitudes towards femininity).

    b) How important are your own beliefs in determining your actions? How much freedom do you have to act in a non-traditional way? For example, suppose a girl has rejected traditional beliefs about girls being the passive receivers of boys' attention. Does this mean she will be able to ask a boy out to a dance, or will social pressures force her to conform against her own standards? Can you think of other examples of this kind of conflict? Write some case studies and discuss them.

11. Using novels, stories and plays from the English curriculum, determine the ways in which characters conform to or reject sex role stereotypes.

Of particular interest will be literature which has characters who are growing up. For example:

Jamie
Boss of the Namko Drive
Copper Sunrise
Light a Single Candle
Diary of Anne Frank
Sounder
The Pigman
To Kill a Mockingbird

12. Many of the activities suggested in the unit "Images of Masculinity and Femininity" will be relevant here. Those on media are useful in pointing out other agencies of socialization besides the family.

"THE PICNIC"

Shawn got out of bed and drew back the pretty flowered curtains in his dainty pink and white bedroom. It was a brilliant sunny morning, and he giggled happily as he remembered the family picnic planned for the afternoon. He opened the closet and fingered the gaily colored T-shirts hanging there. First he took out the blue one, then the green one and couldn't decide which looked nicest. "Dad" he caroled down the stairway, "which T-shirt shall I wear?" "I think the blue one looks nicest because it goes with your eyes," Dad called back. "But put on an apron because I want you to help me this morning getting the food ready for the picnic."

Sharon tumbled sleepily out of bed and threw open the blinds. The sunlight streamed in lighting up her new train set on the floor and the stamp collection on her desk. She hastily threw on her jeans and yelled, "Is breakfast ready, Dad?" as she ran down the stairs. "Yes, but come and eat quickly, your Mom wants you to help her get the barbeque ready and hunt out the ball and net for the picnic."

Mom was already outside cleaning the car. "Hi honey" she said. "Why don't you go get the barbeque and the coals and put them in the car. You're getting pretty strong now so you should manage on your own." Mom whistled as she finished polishing the hood. "Sharon, why don't you check the tire pressure for me while I go get a coffee," she said and strode off to the kitchen to see if the coffee was ready. Dad and Shawn had nearly finished packing the picnic basket with bread and butter and cookies and wieners. "Can I pour the coffee in the thermos, Dad?" said Shawn. "No," said Dad, "That coffee pot is very heavy and I'm afraid you might spill it and scald yourself. But you can carry this mug of coffee over to your mother." Mom sat in her special chair and looked happily around the kitchen which Dad always kept so clean and sparkling. She felt pleased to be able to sit and relax at home after she had worked so hard all week at the sawmill.

After lunch they all climbed into the car and Mom drove down to the beach park. Sharon and Mom carried the things to a warm sheltered spot behind a big log and Dad spread out the rugs to sit on. Then he put on a big floppy hat and settled down with his crochet work. "Let's play some ball, Mom," said Sharon. "OK," said Mom. "We'll set up the net and have a game." "Can I play, too?" cried Shawn. "Sure," said Mom, "You can play with us. Sharon, don't hit the ball too hard when your're sending it to Shawn." They played for a little while then Dad called, "Shawn, you'd better stop playing now. You're looking too hot. Come and sit here with me for a while and wind this yarn for me.

Mom and Sharon played some more then Mom flung herself down on the sand and said, "Whew, I'm tired. Why don't you kids go explore the beach?" She chucked Dad under the chin, "You look so cool and pretty, dear. I'll just lie here and rest by you while the kids go off."

Sharon and Shawn decided they would see how far they could go along the logs without touching the ground. They ran along and jumped from log to log with Sharon helping Shawn when she thought it seemed too far for him to jump. Then they stopped where there was a big pile of driftwood and started to build a hut. Suddenly Shawn screamed loudly, "A snake!" and ran to Sharon who put her arm around him comfortingly. She took hold of a big stick and went over to where Shawn was pointing. Then she dropped the stick and shouted, laughing, "Oh Shawn, you are silly. It's just a piece of dried up old seaweed." "Oh," said Shawn in a small voice, going pink. "Let's go back and have our picnic." But as they started back toward the park, they suddenly realized that the sea which had seemed so far away before now covered the whole beach. It was lapping right up against the cliff on the little headland they had walked around just an hour or two before. "Oh dear," said Shawn in a scared voice, "we've been cut off by the tide. Whatever shall we do?" Sharon took his hand and they climbed up onto a little ledge just underneath the cliff. "Look, there's a woman in a boat out there fishing. Let's shout for help." said Sharon. So they both shouted as loudly as they could, "Help! Help! We are cut off by the tide." But the sound of the sea and the wind drowned their voices and no one came to rescue them. By now Shawn was really scared and was crying quietly. "Never mind," said Sharon. "You wait here and I'll go and get help." "How?" asked Shawn. "I'll climb the cliff and go and fetch Mom," said Sharon. She took off her sweater and made a little cushion so Shawn could be comfortable while he was waiting. Then she took a deep breath and started up the cliff. She pulled and pushed herself up, using crevices and jutting ledges and roots of small bushes as toe and finger holds. Near the top, her foot slipped and Shawn held his breath anxiously as she swung by her hands for a moment from an overhanging rock. Then with a big effort she swung herself up and disappeared over the edge of the cliff. Shawn sighed with relief and settled himself down to wait patiently. He was a little nervous being all by himself and thought longingly of Georgie, his warm, cuddly, favourite doll.

Soon he heard a shout from above and Mom's face appeared over the edge of the cliff. "We'll soon get you out of there," she shouted. "Can I climb up now?" cried Shawn jumping up. "No, no!" yelled Mom, "You're not strong enough to climb the cliff. The coastguard is coming to get you in her boat." Sure enough Shawn heard the chugging of a boat's engine and soon the coastguard had brought her boat up to the side of the ledge where Shawn was marooned. "You'll have to jump." she called to Shawn. Shawn looked at the boat bobbing up and down in the water and cried, "I can't. I'm scared." "It's OK," said the coastguard "I'll catch you." Shawn rolled up his pants, and closing his eyes, jumped toward the boat. "I'll have you safe," said the coastguard, holding him gently in her strong brown arms, and she put him on the seat at the back of the boat. Then they chugged off around and headland and soon Shawn was safely back at the picnic site.

"My, it's good to have you back safely," said Dad, hugging him. "Yes, and we are certainly proud of Sharon," said Mom, clapping her firmly on the shoulder. "Now, let's have our picnic." Mom and Sharon lit the barbeque and roasted the wieners and Dad and Shawn set out the plates and cups and bread and cookies. When they had all eaten enough, they packed everything away and Mom drove back home through the growing dusk.

"My, it was an exciting day," said Shawn as they climbed up to their rooms. "Right on," said Sharon, and tumbled into bed to spend the night dreaming about becoming a coastguard and rescuing boys trapped on ledges.

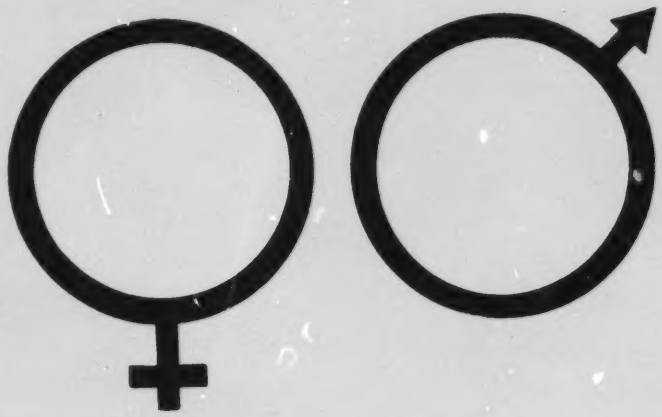
PHYSIOLOGY OF SEX DIFFERENCES

In this unit the students will learn to:

1. Examine research on biological differences between the sexes.
2. Critically assess arguments linking biological facts with the social roles of men and women.
3. Understand how biological differences are treated in Canadian culture and in other cultures.
4. Apply their new understanding to their own image of themselves and their bodies.

Teacher Summary

Biological explanations come easily to students when they are asked to explain why women's role is the way it is. This unit looks briefly at different kinds of evidence used to support a biological argument and, perhaps more importantly, looks at the logic which connects biological differences to existing social roles. Most of the complex research cannot be discussed in detail here, but the references in the bibliography will be helpful.



The Research

The relevant lines of research that are used to argue about the implications of biological differences are the following. No one would deny that there **are** biological differences between males and females. The controversy is about the **implications** of these differences.

1. Chromosomes. Every cell in a woman's body is different from a man's. This is what is used in athletic events to determine that a woman is indeed a woman and can participate in women's events. Men have XY chromosomes, and women have XX chromosomes. A variety of traits are linked to the Y chromosomes (e.g., baldness, colorblindness) and hence occur only in men. See the chapter in Montagu: **The Natural Superiority of Women** for a discussion of this. Some researchers have recently suggested that violent criminals have XYY chromosomes, and that the extra Y chromosome accounts for their aggressiveness. This research has not been properly controlled, so we do not know how many normal men also have XYY chromosomes. Until this is done, the research cannot be regarded seriously.

2. Hormones. Some animal research suggests that injecting animals with testosterone makes them more active and sexually aroused. Progesterone (a female hormone) tends to have the opposite effect. This has not been shown for humans. The effects of hormones on humans are much more complicated than they are on animals and are mediated by social factors. Dramatic illustration of this is found in some research by Schachter. He injected people with a hormone called adrenalin. Some of the people were then put in a room with an angry person (a confederate of the experimenter). These people also became angry. The others were

put with a very happy person, and they became very happy. In other words, the social environment has a lot to do with how biological states are experienced by human beings. One must also remember that before puberty, hormonal differences between sexes are small.

3. Infant Differences. Researchers have reasoned that if babies could be studied before the effects of social conditioning occur, something about "natural" differences could be learned. This kind of research is difficult to do because it must be done within a few weeks, or even days of birth. In fact, the research is inconclusive.

4. Strength Differences. Pre-puberty differences are minimal, and perhaps to the advantage of girls, if they exercise as much as boys. Post-pubertal boys are stronger, and their strength is emphasized and developed by cultural patterns ("girls shouldn't develop muscles"). However, females have some advantages in endurance: they live longer, are less likely to die as infants, etc.

5. More obvious biological differences: women give birth, women menstruate, women get pregnant. What implications do these have for women's feelings about themselves and about their role? What implications have they had for men's view of women? This can be discussed in the class. Do these differences explain the division of labour in traditional societies? What are the social implications of modern birth control techniques?

To sum up, there are a variety of lines of research that are exploring the social and psychological implications of biological differences between the sexes. This research, all reputable researchers would agree, is as yet inconclusive and subject to a variety of methodological difficulties. Some of the most common of these are overgeneralizing from animal studies, explaining observed animal or infant differences in light of known adult roles, inadequately defining terms (e.g., aggressive, passive), not being able to run experiments and having very few studies available. Only if we had a completely non-sexist society, where males and females were treated absolutely equally, would we be able to see if biological differences had any necessary implications for behavior.

The Implications of the Research

Some people who support the women's movement want to deny biological differences, and some people who would argue for women's unique "place" emphasize biological differences. Both groups tend to assume that if there are important biological differences, these will justify existing male/female relationships. This argument needs to be critically examined.

Why should our ideal of how people should be, be shaped by knowledge of how they are? What is distinctive about being human is our ability to consciously strive toward some ideal human type, not to accept biology as given and unchangeable. Each culture encourages a different human type. If a person is lame, we do not build this into a positively sanctioned cult. Why then do we do this with males' presumed agressiveness, and females' presumed passivity?

The cultural variability in the definitions of male and female is relevant here. Oakley and Margaret Mead discuss this.

The logic connecting presumed biological differences to social roles is often ludicrous. For example, women are weaker; therefore they should do the housework while men read the newspaper!

Finally, the usual arguments from biology take little notice of the fact that in-

dividual differences are larger than the mean differences between the sexes. For example, there is more overlap between men and women on "aggressiveness" than there is difference. There are many men who are weaker than women, even if on the average, men are stronger. To put it more technically, the normal curves overlap a great deal. Refer to Bem in the bibliography.

But even if there really were biological differences between the sexes along these lines, the biological argument would still be generally irrelevant. The reason can best be illustrated with an analogy.

> Suppose that every black American boy were to be socialized to become a jazz musician on the assumption that he has a "natural talent" in that direction, or suppose that his parents should subtly discourage him from other pursuits because it is considered "inappropriate" for black men to become physicians or physicists. Most liberal Americans, we submit, would disapprove. But suppose that it could be demonstrated that black Americans, on the average, did possess an inborn better sense of rhythm than white Americans. Would that justify ignoring the unique characteristics of a particular black youngster from the very beginning and specifically socializing him to become a musician? We don't think so. Similarly, as long as a women's socialization does not nurture her uniqueness, but treats her only as a member of a group on the basis of some assumed average characteristic, she will not be prepared to realize her own potential in the way that the values of individuality and self-fulfillment imply she should. **Bem**, 1971.

Thus it should be made clear that even if biological differences had been shown to be important determinants of social behavior, this would not justify rigid sex role expectations.

Classroom Activities

1. Examine the research. A clear lecture from the teacher might help outline what research is going on and what the methodological difficulties are. Groups of students could research areas of concern to them and report back to class if books and articles are available to them. Some topics for the student might be:

   a) Strength differences between males and females: fact or fiction?

   b) Hormonal research: what is being done?

2. One way to present and debate both the evidence and the arguments in this area is to produce a mock radio show in class. Have a neutral moderator and several guest speakers who are presenting different points of view. One student could be a biology professor, another an ardent feminist, another a very traditional man. Have "listeners" phone in with their comments, and allow the "experts" to answer.

3. Research the ways in which physical changes are made to enhance attractiveness, (e.g., cosmetic surgery, silicone injections, face lifts, etc.)

   a) Why do more women than men engage in these activities?

   b) Would you undergo a physical change in order to enhance your attractiveness? Explain your opinions.

   c) Is it possible that growing older will influence your attitude towards deliberate physical changes in your appearance? Explain your reasoning.

4. Examine a variety of Canadian fashion magazines for pictures of beautiful women.

   Use publications from the past and present.

a) Describe the current definition of beauty.

b) Has the definition changed over the past few years? Give specific examples? Examine a wide variety of popular fashion magazines from different cultures.

c) Assess the definition of beauty in other cultures.

d) Explain your own personal attitudes towards fashion, styles and beauty aids.

5. Sports. (See education unit also.) Survey physical education teachers to discover how much importance they attach to biological differences between males and females. How much do they know about the research in the area? What athletic activities are co-educational at your school? Why are some events not co-educational? Should girls be encouraged to enter all athletic events (e.g., contact sports, weight lifting)?

6. Fashions. Ask the students to collect pictures depicting current fashions for women. Discussion of this topic can be stimulated by asking the following questions: What is the image produced by these clothes? How do these clothes influence the women wearing them? How are they likely to see themselves and what image do they think that they are presenting to the world? What are the practical aspects of the latest fashions, e.g., ability to move freely and quickly, appropriateness for sudden changes in the weather, etc.? Why have some women stopped wearing girdles and brassieres?

   Historically, how have clothing styles changed? Have men always been forbidden from using beauty aids? Look at royalty as opposed to poor people.

7. Cosmetics. Set up a display of cosmetics, beauty equipment, etc., with labels explaining how each is used. Have the girls discuss how they feel with and without make-up.

8. Beauty as a cultural ideal. Your girlfriend confides to you that she is very unhappy because she is not pretty. Being told by her mother that beauty is only skin deep does not make her feel better. Describe what you would tell her about your ideas on beauty, e.g., who is considered beautiful, society's notion of beauty, the advantages and disadvantages of being beautiful, and the reasons so many females devote themselves to the search for beauty.

9. Imagine that men rather than women in our society were to start having babies. What changes would occur? You might like to use some science fiction that uses similar ideas (e.g., Huxley: **Brave New World**).

10. The logic of the biological argument.

    a) To illustrate how selective generalization works, give some facts about men and have the students generalize from them. For example, FACT: Men have a much higher incidence of heart disease than women. GEN: Employer to male job applicant: "I'm sorry but we just can't afford to hire a man for this job. You might have a heart attack and die." FACT: The male hormone testosterone is considered by many endocrinologists to be the cause of aggression. GEN: Men are always fighting and getting violent. They can't be trusted in positions of power.

    b) Find articles that use biological differences to justify women's position or to attack the women's movement. Examine both the evidence and the logic of the argument. Write a reply to the author.

THE FAMILY

In this unit students will:

1. Understand the influence of the family in defining the role of women.
2. Have insight into how and why the structure of the family changes.
3. Be better equipped to make decisions regarding their own lives in a family unit.
4. Understand the importance of the family unit in Canadian society today.

Teacher Summary

The family has traditionally been the focus of women's roles. Changes in the role of women are most clearly and immediately reflected in the family context.

The family also plays an important part in influencing who we are and how we think about and relate to others. For these reasons, the family deserves to be studied as the place where people start to learn what girls and women are and how they relate to boys and men as well as other women.

The structure of a family is related to the society in which it is located. This can be shown by looking at other cultures and looking at history. You will find some of the materials from the unit "Women In Other Cultures" and the unit "History Of Women In Canada" useful for this.

One of the basic ways of describing differences between families has been to use the distinction of extended versus nuclear families. Nuclear families contain husband, wife and children. Extended families include other relatives such as grandparents, uncles, aunts, etc. Many families in Canada are nuclear families. This form can be seen as particularly adaptive in a mobile, industrialized society, although the history of the family shows that it has been prevalent in the West since before industrialization. When you think of a family, the image most frequently conjured up is one of a working father, two or three children and a mother who looks after her husband, their children and the housework. Sociologists have analyzed this form and the way it is adapted to the society in which it exists. See for example Smith's essay in Stephenson: **Women in Canada** or Ishwaren: **The Canadian Family.**

It is also important to look at the way this family structure satisfies and/or frustrates the individuals in it. Some people find this form of family life extremely satisfying. Others find it restrictive and are exploring alternative forms.

However, many families are not structured in the form described. For instance, large numbers of mothers work; many families have no children; others have fathers who stay at home; some are single parent families. These realities must always be kept in mind.

The internal dynamics of Canadian nuclear families can be explored by having students analyze their own families and the families of their friends. The variety of actual family structures in the students' experience can be discussed. Finally, alternatives to the traditional structure could be studied. One purpose of this unit is to have students examine their present family unit and make more conscious decisions about their own futures. As the family is a personal and sensitive area, teachers should "provide a forum in which students may learn to deal with value questions in an intellectually and ethically honest way." **Secondary School Curriculum Guide for Social Studies,** 1968.

Student Activities

Family Structure

1. Have each student analyze:

   a) The division of labour in her/his own family or in a family she/he is familiar with personally or through T.V., movies or books. Make a list of activities (dishes, shopping, bringing in income, fixing the leaky tap, disciplining children, changing diapers, etc.) and note how often each member of the family performs them.

   b) The division of power and authority in a variety of areas. For example, consumer decisions, decisions about leisure time activity, about the activities of children, about the use of family resources (who gets the car, etc.).

      i. What model pattern emerges?

      ii. How can you explain variations?

   c) The contribution of the family unit to Canadian society.

2. Examine the texts that are used in child care courses to find out their assumptions about the role of women. The four prescribed texts for Child Care 12 are:

   Brisbane: **The Developing Child**

   Strang: **Helping Your Child Develop His Potentialities**

   Spock: **Baby and Child Care**

   The Canadian Mother and Child (Department of National Health and Welfare)

   a) Find specific quotations that show traditional assumptions. For example, in answer to a question about girl's work outside the home, Strang states on page 176 of **Helping Your Child Develop His Potentialities,** "Homemaking is still women's no. 1 job." The case study of Jane Daley in Brisbane's book assumes that baby girls will need completely different layettes from baby boys. (page 50).

   b) Look for references to the father, to the working mother, to day care, to the problems of the single parent in these and other texts which deal with child rearing. What assumptions about the family are being made? How realistic are these assumptions in view of our own and other Canadian families? Refer to "Women and the Family" in **The Royal Commission Report on the Status of Women.**

3. Research the different types of family structures which are described in the elementary school readers, novels and short stories and plays on the English curriculum. In what roles are the men and women seen? How is the labor divided amongst the family members? Are the families realistic? Compare the family to your own family structure.

   References:

   Butler, **Light a Single Candle**

   Steinbeck, **The Red Pony**

   Shaefer, **Shane**

   Zendel, **The Pigman**

   Rose, **There is a Season**

   Steinbeck, **The Pearl**

   Haig-Brown, **The Whale People**

   Lee, **To Kill a Mockingbird**

   Mitchell, **Who Has Seen The Wind**

   Green, **I Never Promised You a Rosegarden**

4. Examine the ways in which families are portrayed on a variety of television shows. What role does the women play in each family? How realistic are the family situations? Write a scene in which the family deals with the woman's decision to change her role. Some television shows are: "The Beachcombers", "Rainbow Country", "The Brady Bunch", "All in the Family", "Rhoda", "Good Times", "The Jeffersons" and "Happy Days".

5. Other cultures have family structures that are quite different from our own. In order to find out about the diversity of family structures, have groups in the class choose an historical period or another society and explore the way families can be different. See units on history and other cultures for references.

6. What happens to families when they move to Canada from some other country where the family structure tends to be different from ours (e.g., China, India, Greece, Italy)? What are the different experiences of adults and children in this kind of transition? There may be students in the class or ethnic group associations in the community who can help with this activity by sharing their own experiences.

7. Talk to women with families about the advantages and disadvantages of the way their family division of labour has been organized. Draw up a chart that lists pros and cons for different patterns. Sketch out your own preferred pattern and defend it, dealing with the arguments that have been given against it.

8. Family Tree. Research your own family history by drawing up a family tree. What can you find out about:

   a) Demographic factors, ages of marriage, number of children, frequency of divorce or separation, number of people per family unit, number who never married?

   b) Family life during different periods of time?

9. "A day in the life of . . . ." Study individual family members and their daily activities. Learn in detail what women in families do, how male/female children are different in their activities.

10. Project present trends into the future, examples:

— marriage age

— number of children

— roles of family members

— women working, etc.

Defend your projection of the future structure families by using evidence on present and past trends and by relating family changes to each other to changes in society.

Dating: Preparation for Marriage

11. Why are men expected to ask women for dates? Are men still expected to pay for a woman's company on a date?

12. Create a role-playing situation in which Theora tells Maureen that she is going to ask Jim to a movie.

    a) Explain why Theora has decided to ask Jim.

    b) Discuss Maureen's possible reactions. Explain why her attitude might be positive or negative.

    c) Discuss the reactions of Theora's parents. Would they feel she is being aggressive or simply honest in her actions?

Marriage

13. Unmarried men are called "bachelors" and unmarried women are called "spinsters". Discuss the image created by each word. Why are the connotations of each word different? The word "bachelorette" rather than "spinster" is currently used by some people to refer to unmarried women. What are the connotations of "bachelorette"? Why do some people prefer this word?

14. a) Research the minimum legal age to marry (with and without parental consent) in the various provinces in Canada.

    b) Research the average life expectancy of males and females in our society. Discuss the implications of the results in terms of women marrying men who are older than themselves.

    c) How has the average age of marriage changed over the last fifty years? (Refer to **Vital Statistics,** Statistics Canada, 1973).

15. Research the reasons why teenage marriages have such a high breakdown rate. You might study:

    a) Financial difficulties.

    b) Different expectations of married life.

    c) Other pressures.

    Refer to Department of Vital Statistics, Vital Statistics, Marriages and Divorces Act. #84-205 available **at Information Canada.**

16. Explain why many women use their husband's name rather than keep their own name. Discuss why a number of women are now retaining their own name after marriage. What must a woman do to keep her own name after marriage?

    Reference: **Women and the Law** pamphlet. See the unit on Women and the Law.

17. Read **A Member of the Wedding** by Carson McCullers for a perceptive analysis of a young girl's reaction to her brother's wedding. Discuss how the central character perceives the change in her family as a result of the wedding.

18. In Canada, men are generally expected to make the proposal of marriage. Women are expected "to wait" until they are asked to marry a man.

    a) Why have women been expected to wait?

    b) Women are sometimes seen as "setting a trap" for a man. What social attitude is reflected in this view?

    c) Does the man make the proposal in all cultures? What alternative ways are there of initiating a marriage?

19. Find examples of stories in romance comics, Harlequin romances, women's magazines, that illustrate how women meet and marry men. How is the image realistic? Harmful? Useful?

20. Conduct a survey which would ask men and women to define their personal view of "success". Compare the results. If the definitions vary greatly between the sexes, think of reasons why this might occur. Is the family more central to women's views of a successful life?

21. Create a role-playing situation in which a woman asks a man to marry her.

    a) Examine the reasons for her decision.

    b) Examine her feelings about asking a man.

    c) Discuss his possible reactions. Explain why he might react in a positive or negative manner.

22. Historically, women brought dowries to their marriage.

    a) What was the purpose of a dowry?

    b) Are dowries still given in parts of our society?

    c) Are there any social functions which take the place of a dowry in present day society? (What is the purpose of showers and engagement parties?)

23. In some marriage ceremonies, the bride is "given away" by her father.

    a) Discuss the significance of this action.

    b) Why isn't the groom given away?

24. "Many men are puzzled when their wives, to whom they feel they have given everything, develop interests of their own." "Women and the Family" **Royal Commission** on the Status of Women. (page 229).

    a) Explain why women develop interests outside the home.

    b) Discuss how a woman's own interests can contribute to and strengthen a marriage or a family relationship. See activities on women in the household under the economics unit.

Marriage Contracts

25. Create a possible marriage contract. Focus on the daily activities involved in a marriage as well as the long term goals which might be involved. Possible areas include:

a) Domestic work divisions

b) Accommodation arrangement.

c) Children

d) Finances

26. Many people think that marriage contracts seem cold and calculating.

a) Explain the possible reasons for a negative attitude towards marriage contracts. What are some advantages of writing up a contract?

b) Explain how the romanticized notion of marriage could prevent people from dealing with the day-to-day activities involved in a relationship.

Marriage is in fact a legal contract whether people want to recognize that or not. Find out about what kind of contract people enter into if they do not consciously make their own. (See Law Unit also.)

Children

27. Will you have children? Will you adopt them? Why or why not? Who will raise them? Why is this usually considered to be the women's role in the family? Talk to parents who have decided not to have children. How does it change the women's role?

28. Find statistics on the number of women and men who are single parents. What problems do single-parent families have in raising children?

29. What are the advantages and disadvantages of enrolling a child in day care? Focus on the socializing effects of other children and the variety of adults in a day care situation. Why do many mothers want to stay at home with their children?

30. What are the guidelines set down by the Canadian Medical Association regarding sterilization?

31. List the day care facilities or services which are validated in order to have costs shared by government.

32. List the day care centres in your area. Research who may leave children there, what ages children must be, approximate costs of the care, how service is rendered, and what learning takes place throughout a normal day. Remember your results may be influenced by the number of facilities available in the surrounding location.

33. Research the number of day care centres serving families in a large area. Place their locations on a map and note any differences in the numbers of centres in different locales. Is there a growing need for facilities?

34. The first union-sponsored day care was provided by the B.C. Government Employees' Union. Write for information about the founding of the centre, how it is funded, how many children it services, how successful it is, whether or not day care has been recommended to other unions, etc. You could make some judgment as to its practicality and what its changes would be in other areas.

35. Study childrearing in some other culture (see bibliography for suggestions). How are the responsibilities for childrearing shared?

36. Find out from an adoption agency in your area what criteria they use to select suitable parents. What do they assume about the role of the woman in the family? What is your reaction to their criteria?

Divorce

37. Research the current rates of divorce in Canadian society.

    a) What are the social attitudes towards divorce in your community? In what ways can it be seen as a negative or a positive action?

    b) Discuss the economic and social reasons which have contributed to many women receiving custody of children after a divorce. Are any changes occurring?

    c) Investigate rates of remarriage for males and females. Explain your findings.

38. See law unit for other activities (e.g., Murdoch case).

Alternative Family Forms

39. Choose one alternative form of the family and research it. Make a presentation to the class. Some suggestions:

    a) Role sharing (i.e., men and women sharing child rearing, household tasks and economic support).

    b) Role reversing (i.e., women working outside the home; men looking after the home).

    c) Bringing up children alone.

40. Discuss the positive values of the traditional role of the mother in the family.

Aging

41. a) What are the major changes in a man's life when he reaches 60-70 years of age?

    b) What are the major changes in a woman's life at the same age?

    c) Can you suggest ways of making the process of growing old less stressful?

42. Discuss the possible psychological effects on a couple, when the husband retires and shares in what once was the wife's domain — her home. You might want to interview couples (or have them in as guest speakers), who are presently involved in this situation.

THE ECONOMY

After studying this unit students will:

1. Know about the extent of women's participation in the labour force.
2. Be aware of the economic and social implications of women's participation in the labour force.
3. Be aware of women's contributions as workers in the home.
4. Have the skills to plan their own participation in the labour force more rationally.

Teacher Summary

Historically, women's role in the economy has changed. The book **Never Done** discusses this change in the history of Canada in a manner useful to students. It should be stressed that women's role in the household, in the economic sense, used to be a very productive one. Women, by their labour, contributed much of the wealth to the family in agricultural and hunting/gathering societies. The Industrial Revolution dramatically changed women's working lives. The world of work was separated from the home. The male became the main breadwinner, although women had always worked and continued to work in the public sector, usually in low paying, low status jobs. Variations in the type of participation of women in the economy since the Industrial Revolution are also interesting to study. You could have students focus on one occupation (e.g., clerical work, teaching, medicine, factory work) or you could study overall changes at some point in time (e.g., the two world wars, the depression) and explore what happened to "women's work".

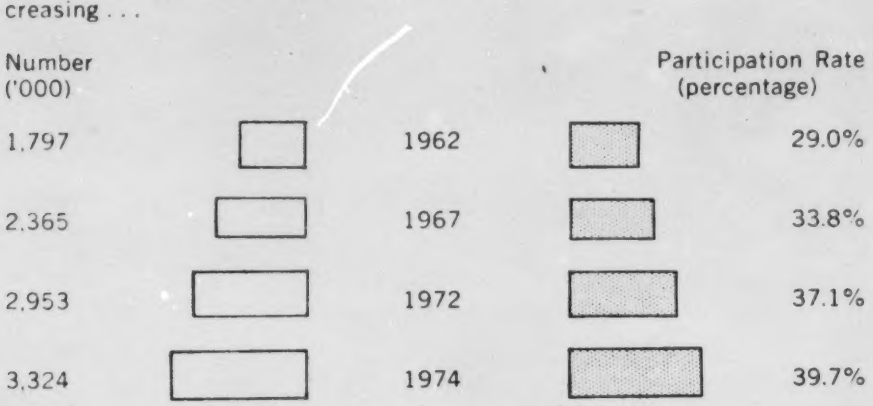
Women's economic role today can be studied in a variety of ways. Especially important are:

1. The rate of participation of women in the labour force. How many women work? What are the characteristics of working women? (marital status, age, education, etc.) Why do they work?
2. The kinds of jobs women do in the labour force. What jobs are usually filled by women? Why? Are there any changes occurring?
3. The income of women. How much money do women make? Look at class differences among women, women on welfare, women supporting a family alone.

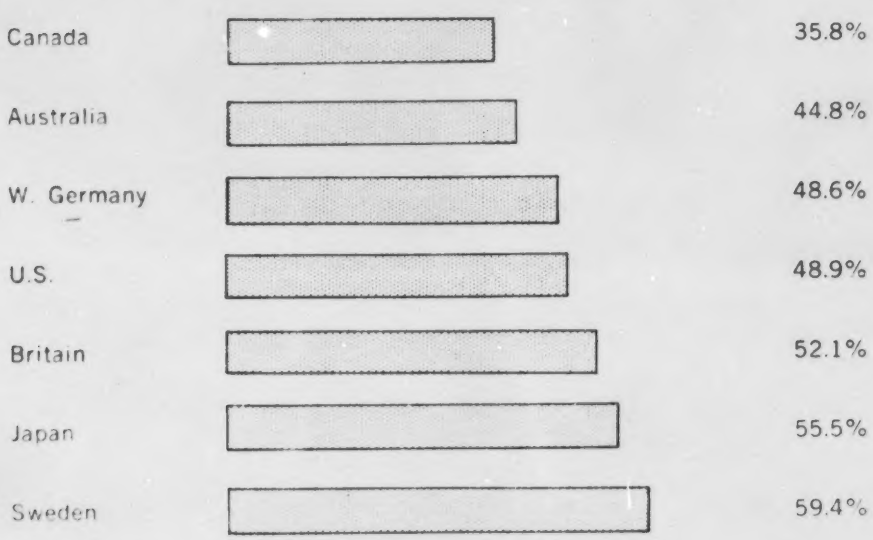
4. Women as workers in the home. This labour is not paid labour. Why is it not paid? Is it necessary and productive? How do working wives manage? Students should be encouraged to apply the things they learn in this unit to their own career planning.

Source: Labour Canada; Advisory Council on the Status of Women. The number and participation rate of women in the labour force is steadily increasing . . .

Source: Labour Canada; Advisory Council on the Status of Women. The number and participation rate of women in the labour force is steadily increasing . . .

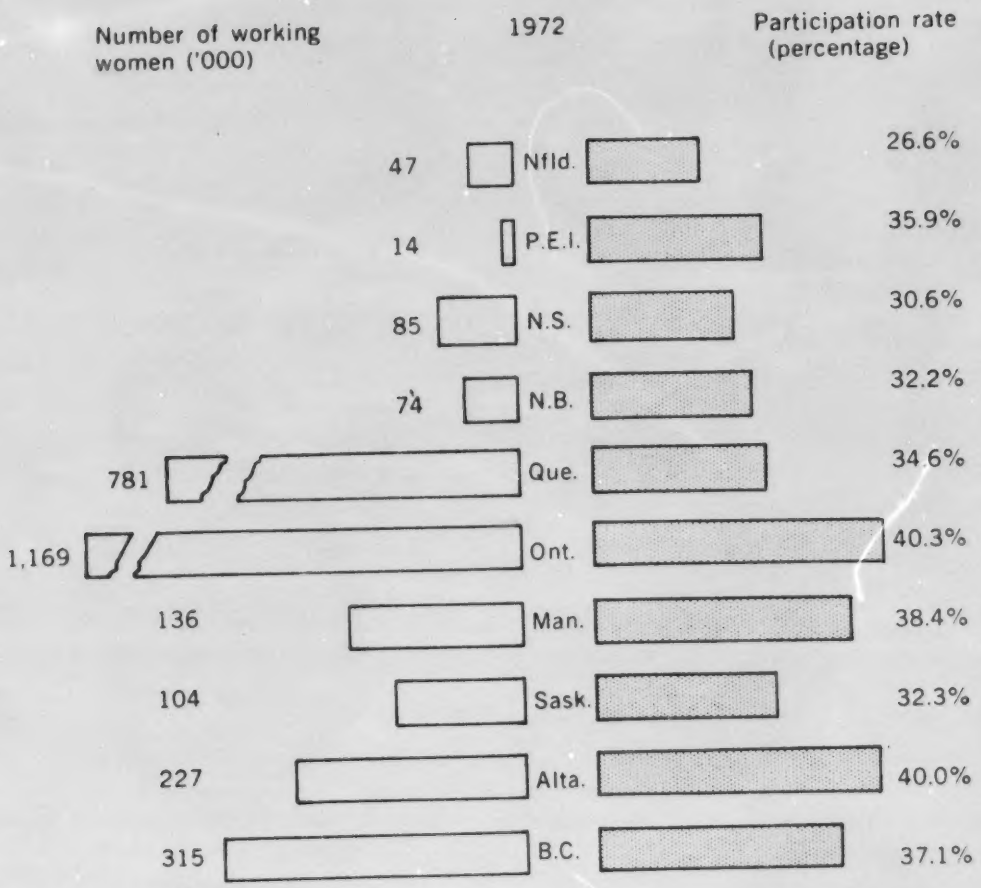


. . . but Canada's rate has been lower than in many other countries.



latest available comparable data.

They are concentrated in Central Canada with Ontario having the highest rate.



STUDENT ACTIVITIES

A) Participation in the Labour Force

1. Use **Facts and Figures,** 1973 Ostry, **The Female Worker in Canada** and **The Royal Commission Report on the Status of Women** to find out:
   - What percentage of the labour force is female?
   - How many women are working outside the home?
   - How many married women are working outside the home?
   - What percentage of the female labour force is married? How has this changed over the last 20 years?
   - How much education do women in the labour force have?
   - What is the unemployment rate for women?
   - How old are women in the labour force? etc.
2. "Women represent roughly one-third of the labour force. 54.9 percent of all women in the labour force are married." This quotation is taken from "Women in the Canadian Economy" **Report of the Royal Commission on the Status of Women** (page 56).
   a) How has increased participation in the labour force changed the role of women?

b) Discuss how women have changed their attitudes towards work.

c) Explain how traditional family relationships may have changed as a result of women's increased participation in the labour force.

3. Read the Canada Manpower and Immigration Review Volume 8 #1, 1975, a special issue for International Women's Year, available free from Room U 802, Department of Manpower and Immigration, Ottawa, Ontario, K1A 0J9.

   a) Examine how women's participation in the labour force has changed over time.

   b) What influences women's participation in the labour force today?

   c) What are some of the myths and stereotypes which have limited women's participation in the labour force?

   d) What recent changes have occurred in women's participation in the labour force? How do you explain these?

4. a) Why do women work? Conduct a survey on working women. What is the first reason for working given by most women? The second reason? Ask working men the same question and compare your results.

   b) When do you want to work, and why?

5. What do men think about women working? Conduct a survey. When do men think women should work? Why do they think women should work?

6. Women have often been encouraged to choose between marriage and a career.

   a) Discuss the reasons for this.

   b) Explain why it is acceptable for men to have both a career and a marriage.

   c) What economic and social changes are affecting this situation?

7. What myths surround the personality of the "career woman"? How are these attitudes changing?

8. Discuss the factors which have hindered married women from entering the labour market. You might consider:

   a) Educational and vocational training.

   b) Availability of work.

   c) Presence of children.

   d) Social pressures to stay at home.

   e) Status and attitude of husband.

   f) Economic incentives.

9. Create a role playing situation in which a married woman with two children discusses her desire to work rather than remain at home. Have her discuss the situation with:

   a) Her husband.

   b) A neighbour who thinks that "a women's place is in the home".

   c) A friend who also has children and is working.

10. Many women will re-enter the labour force when their children have left home.

    a) Determine the percentage of women who are re-entering the labour force.

    b) Survey your neighbourhood and community to find out how many women have re-entered the work force after raising children.

11. View the **Working Mothers Series** of films put out by the National Film Board. Discussion questions are available with the films. The two films **"Would I Ever Like to Work"** and **"They Appreciate You More"** are extremely useful for an introduction to the topic.

12. Discuss the implication of the **Maternity Protection Act.** 1966. (See Law unit also.)

    a) For how long is maternity leave guaranteed?

    b) Discuss whether the job protection terms are adequate.

    c) Rewrite the parts of the **Act** which appear to you to be inadequate.

    d) Discuss the effect of long term parenthood leaves.

13. Discuss the recent pressures to increase the number of day care centres. How does day care benefit the working mother?

14. How does the availability or lack of day care facilities affect women's participation in the labour market?

    a) Investigate the day care facilities in your area. If they do not exist, find out why not. Research the procedure for setting up a day care. You might study:

        i. funding

        ii. availability of housing for a day care centre

        iii. safety regulations

        iv. supervisor's qualifications, playground equipment, etc.

    b) Discuss the advantages and disadvantages of day care on children.

    c) Make a list of points to check when choosing a day care centre. For more information concerning day care services in B.C. write to the **Department of Human Resources, The Government of B.C., Victoria, B.C.** Excellent pamphlets include **"Department of Human Resources Day Care — Answers for Parents," "Choosing a Day Care Service," "Types of Child Care Facilities" and "Licensing Procedures," "Parents Guide," How to Qualify as a Pre-School Supervisor and Where to Write for Information"** (Canada wide).

15. A variety of myths about women's employment have been important in limiting women's participation in the labour force, both through prejudicing employers against hiring women and through convincing women themselves that they should not work outside the home. Make a list of these beliefs — for example, "She'll just get pregnant and quit" and "She'll be absent a great deal to look after her children". Find out whether these beliefs can be supported by facts. Use labour statistics for this. Discuss why the beliefs are so prevalent and what the implications of them are.

16. Set up a role playing situation between an employer and a female employee.

a) What types of questions might the employer ask a prospective employee who is female? Male?

b) What are the differences in the questions which would be asked of a female and a male applying for a job?

c) Are there different parts of the application form for males and females? Are the questions relevant to the job skills?

d) Why are personal questions often asked of female employees?

e) As the prospective female employee, determine how you will respond to personal questions which are unrelated to your skills and abilities.

17. Examine newspaper advertisements for jobs. In how many of them can you tell that a male or female applicant is expected/preferred?

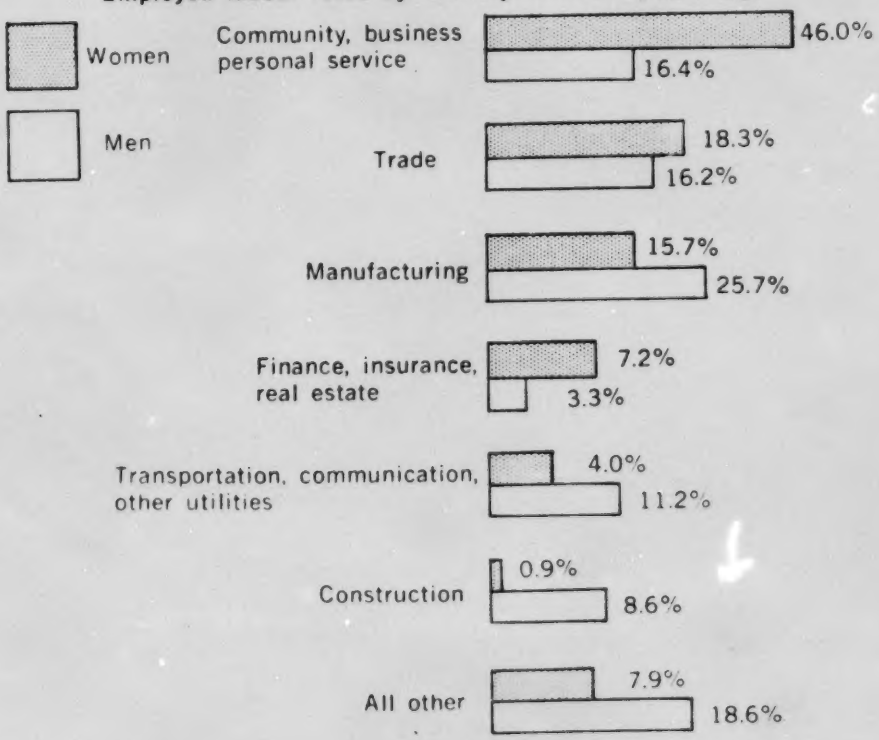
18. If you are applying for a job, do you or will you give information on your sex, marital status and number of children? On your weight, height? Do you include a picture of yourself? Is a picture necessary? Explain. How might it be discriminatory? Examine job applications from a variety of employers. What information is demanded? Is it all relevant? What information might you like to include that there is no place on the form to include?

19. Are there specific dress codes for a job? Do the codes differ for male and female employees? Are the differences relevant to the job? Explain.

B) The Distribution of Jobs

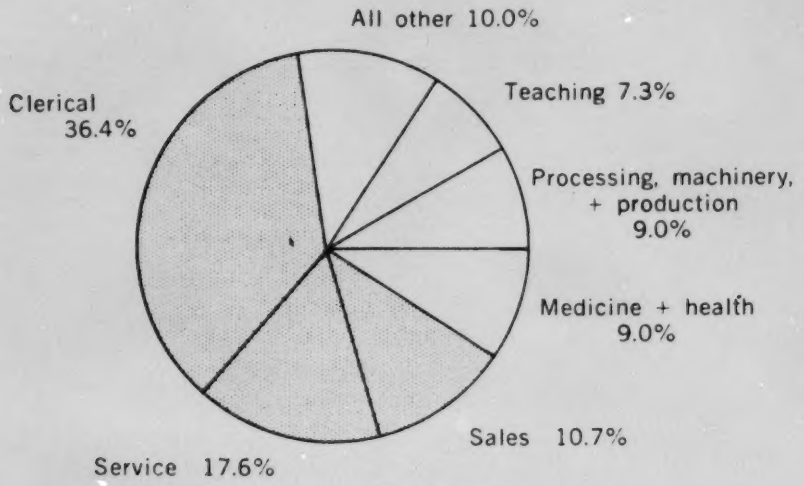
In the labour force, a high percentage of women work in service industries . . .

Employed labour force by industry — 1972 (percentage)



. . . and have occupations primarily in clerical, service, and sales positions.

Working women by occupation — 1974 (percentage)



Source: Labour Canada; Advisory Council on the Status of Women.

20. Use **Facts and Figures,** Ostry's book, **The Female Worker in Canada, The Royal Commission Report** and any other data available from **Information Canada** to find the answers to the following questions:

    — Which jobs are filled mainly by women?

    — Has this changed over time?

    — What percentage of women work in clerical jobs? In factory jobs? In professional jobs?

21. In 1970, women comprised 71% of all persons employed in clerical occupations and 60% of all persons employed in service occupations. (**Statistics Canada,** 1970)

    a) Explain why women tend to fill clerical and service positions.

    b) Discuss the social and economic status associated with jobs filled predominantly by women.

    c) Discuss the factors which prevent women from obtaining positions of higher economic and social status.

22. Conduct a survey to determine what jobs are presently held by students in the class.

    a) What jobs do females hold more frequently than males? What jobs do males hold more frequently than females? Relate this to national data on the jobs held by men and women.

    b) Do the jobs held by the females pay as much as the jobs held by males?

c) What are the future prospects for advancement in the different jobs? Is there a male/female difference?

d) Why did students choose the jobs they did? Can you explain the sex differences in this way?

e) Have employed students interview their employers to see if there are any preferences stated for male or female employees. What explanation does the employer give for any differences in the percentage of males and females who have been hired for the jobs?

23. Women represent one-third of the labour force but compose only 17% of union memberships. "Women and the Canadian Economy", **The Royal Commission Report.**

a) Explain why a smaller proportion of the women working force is organized into unions.

b) Discuss the possible effects of women becoming much more involved in unions. Would the economic status of women change? Would women's attitude towards work change?

24. Research the history of unions in Canada. Look for women leaders in the union movement. e.g., Dorothy Steves, Madeline Parent.

a) Investigate the advantages and disadvantages for women belonging to unions.

b) Invite a spokesperson from a local union in to talk about their union's particular goals and how they hope to attain them. What is the status of women in their union?

25. The women's auxiliary of the Fisherman's Union is collecting material for a book on women in trade union history. As a class project write your own booklet. Contact trade unions in your area and ask them for information about women in their union's history. Use antecdotes, personal stories from women involved in trade union, union contracts, union records or newsletters (if possible), etc. in your short history. Areas of research and organization should be divided among the class. Turn the final product over to the school library so that the information is available to the school.

26. Contact organizations and businesses such as a daily newspaper, trade union, chamber of commerce, board of school trustees, supermarket, etc., and list the positive actions taken by these organizations in recent years to remove sex discrimination and to improve the status of women.

27. Investigate Manpower training courses. Determine which courses are available to women and/or men. Determine if women are encouraged to accept certain types of positions.

28. Create a role playing situation in which a twenty year old woman is interviewed by a job counsellor. She wants to be a crane operator.

a) What are the possible reactions of the counsellor?

b) Do the role playing again with a male applicant. Are there any differences?

29. Employers are prohibited from discriminating against applicants on the basis of sex. However, advertisements for jobs often indicate a male or female preference. Examine ads in a newspaper.

a) Discuss the personal qualities often associated with traditionally female jobs — receptionist, secretary. (Phrases might include "young, pretty, etc.").

b) Discuss the personal qualities often associated with traditionally male jobs.

c) Examine the different salary ranges for traditionally male and female jobs.

30. Research on the job choices of girls in your class, and if possible, in some other classes. What jobs would they like to get? What jobs do they expect to get? What is the most popular choice? How many girls choose occupations that are not traditional for women? How do you explain your findings? Do you expect to find any change in the sex segregation of jobs when present high school students move into the labour market? Repeat this research with males. Compare their answers to the girls' answers and to the statistics you have found on the present job structure.

31. **Career Access Catalogue**

Start collecting articles, pamphlets, newsletters, etc. that concern careers for women (traditional and new). With these collected articles, compile your own **Career Access Catalogue.** When collecting articles try to find those that include: personality and aptitudes, training and experience, salary, promotion, future prospects, and the status of women. **Miss Chatelaine,** June 1975, "Anything You Want To Be", contains five detailed careers which include all the above mentioned categories. A person's personal experiences and feelings about careers are also very informative and interesting.

32. Research the history of women's participation in a variety of jobs. For instance, women doctors are discussed in **The Indomitable Lady Doctors.** See also **Women at Work.**

C. Income of Women

33. Using **Facts and Figures,** Ostry's book **The Female Worker In Canada, The Royal Commission Report** and other **Information Canada** data (taxation statistics are useful) find out how much income women earn compared to men. Break down the comparison so that you are able to look at men and women doing the same job. What income differences remain? Look at women and men with the same education and compare their incomes. How many women earn less than $7,000? How many earn more than $20,000? How many women live below the poverty line? What are the other characteristics of these women (single parents, education, etc.)?

34. "Women are sometimes said to own at least three-quarters of the country's wealth." Yet women only "receive approximately 20% of all the income", according to taxation statistics. (**Royal Commission Report** and Department of National Revenue, Taxation Division, 1969).

a) Women are often responsible for buying food and clothing for their families. Discuss whether or not the responsibility for a family's budget represents significant economic power.

b) Who is usually responsible for deciding to purchase a major item such as a car?

c) What are the implications of women's consumer role? For instance, what ads are directed at women? What products are designed to be attractive to women? What are the implications of this for women's self concept?

35. Explain why some women, in spite of their economic independence, have difficulty in obtaining credit, bank loans and mortgages. (See the

tape and film strip from B.C. Civil Liberties Association **"A Women's Place"**, which is also mentioned in the "Law" unit).

36. In the past, some married women viewed their salary as a supplementary income rather than a necessity.

    a) What are the social reasons for this attitude?

    b) How have women who are totally dependent upon their salaries been affected by the attitude of women who regarded their work and their income as supplementary.

37. Find references on the average female wage per month. Plan a budget for a woman and her two children living on this income.

    Find out the average income of the poorest 25 percent of all women. Plan a monthly budget on this income.

    Find out the average income of the richest 25 percent of all Canadian women.
    Plan a monthly budget on this income.

D) Women as Homeworkers

38. "Do you work?" "No, I'm just a housewife."

    a) Discuss why many women refer to themselves as "just a housewife".

    b) Discuss the ways in which women could be encouraged to regard themselves with more self-esteem.

    c) Would paying housewives for their work affect their attitudes toward their status?

39. Write an article on paying women for their work in the home. Determine possible sources for paying women as well as possible reactions to the proposal. Would all housewifes support the proposal? Would the family structure change? Would women's status change?

40. Discuss how a change in name from "housewife" to "houseworker" might alter the status of women who work in the home.

41. List all the daily work activities of a housewife. Examine the number of hours which she works. Describe her responsibilities.

42. Contrast the working conditions of a housewife and a paid worker.

43. Write the job description of a housewife.

44. "The work of the family is becoming industrialized. Most significant has been the taking over of the child-socializing function by the schools: It has enabled women to become the cooks, waitresses, laundry workers, nurses, teachers, secretaries and all-around handmaidens . . . . the new, low-paid industrialized housewives of the twentieth century work world." From "Women in the Work Force: The First World War and the Twenties", by P. Alexander, unpublished manuscript, Ottawa 1972.

    a) Discuss this statement. Have things changed? You might like to look at data taken from the Financial Post, May 24, 1975.

45. Before industrialization occurred many craftspersons and tradespersons worked from their own homes, rather than in a factory or shop. This system was called cottage industry. Many persons, especially women, still maintain a type of cottage industry today.

    a) Find out if any women in your community are involved in this type of work. Make a list of the jobs they perform for your community.

This list might include women who — care for 2 to 3 day care children, weave, paint, type, tutor, babysit plants, walk dogs, etc.

b) If possible, find out the average yearly income for women working from their homes.

c) Investigate the problems involved with working from one's home. You might want to examine — space available, disruption of household, family interfering with productivity, etc.

d) Examine the benefits of combining homelife and work.

e) Do the women have trouble marketing their products? Are they involved in any type of craft co-operative? If not, determine how one would go about setting up a co-operative.

f) Design a work studio for the average 2 or 3 bedroom home. It could include a play area for pre-school children, i.e., weaver's studio.

46. Study the working conditions of a farm homeworker.

a) Make a list of the duties she carries out in a day.

b) Compare it to a list of an ordinary homeworker's duties. Do they carry similar work loads? In what way, if any, do their responsibilities differ?

c) Interview farm women concerning their life. Is their outlook concerning their work on the farm different from a town homeworker? Explain. You may be interested in looking at the Supreme Court of Canada's definition of a farm homeworker's duties as found in the Murdock case 1973. (See Law unit.)

47. A homeworker spends many hours of the day in a kitchen. Through the ages the kitchen was considered the centre of the home and often, in fact, it was the only room in the house. People ate, slept and entertained there. Today's kitchens are often isolated from the rest of the house. A women is shut away in this area for large sections of her life.

a) Discuss the effect this has on a woman. You might recall how some women refer to "my dishes, my floors, my kitchen, etc." Is this the only area she may call her own?

b) Design a kitchen that would release a woman from "her" corner of the house. Make sure it is a serviceable, working kitchen — not just designed for looks.

c) What effect, if any, would the opening up of a kitchen have on a woman, on the rest of the family? e.g., Might she feel more like a participating member of a family? Would her family better understand the workload involved?

48. Distribute a copy of "The Feminist Argument against Volunteer Work" found in the June issue, 1975, of **Chatelaine** to the class. Ask students to:

a) Make a list containing reasons why women do volunteer work. You might interview women you know who do volunteer work. Ask them about their reasons for volunteering and what they get in return for their time and labour.

b) What exactly is the feminist argument against volunteer work?

c) Do you feel their objections are justified? Explain.

d) Can you think of situations where volunteer work is absolutely necessary?

e) Would you become involved in a volunteer position? For what reasons?

HISTORY OF WOMEN IN CANADA

In this unit students will:

1. Recognize the contribution made by women in the development of Canada.
2. Consider the changing roles of women throughout Canadian history.
3. Be acquainted with the women's movements that have occurred and are occurring in Canada.
4. Gain an understanding of research skills needed for investigation of historical information.
5. Think about their own lives as part of a total historical process.

Teacher Summary

The study of women in history and politics is vital to the student's understanding of women's present status. Without understanding the past it is impossible for the student to have a sense of [her]his "place in the dimension of time. It enables the student to place [her]himself in time, to extend [her]his experience beyond the limits of memory, to understand the development of [her]his own society and the development of [her]his society in its wider historical setting."[1] This section should aim at bringing the past into perspective with the present and providing an opportunity for students to visualize the future they wish to create. "History can show that change is an inevitable condition of life,"[2] and this course should help students develop the capacity to participate effectively in their changing society.

In order to study fully the role of women in history, it will be necessary for the teacher and students to look at the women in their historical context. It is necessary not just to study famous women but to study the social contributions of all women who worked in their families and in wage earning jobs. What roles did they play in the development of society? What were their effects upon society? These questions must be asked so that the study of women in history and politics can be put into its proper perspective. Women have played an important part in the building of Canada and their efforts should be recognized. Unfortunately, most histories deal with women in a superficial manner, if at all. One of the major tasks for the teacher and the student will be to put women back into Canadian history.

1. Secondary School Curriculum Guide, Social Studies, 1972, History 12, page 3.
2. Ibid, page 5.

Students should use this section to increase their knowledge of Canadian history. The knowledge and understanding they already have of different historical periods will also enhance their understanding of this unit.

Activities for "History of Women in Canada"

Introductory Activities

1. The following quiz could be used as an introduction to the Women in History Unit. Its purpose is to determine the students' general awareness of women in Canadian history. Ask that students jot down major accomplishments for which each woman is known. Although purely factual, recall of "famous women" is not what the history unit should be about; yet, this kind of activity can stimulate interest and point out how unaware most people are of famous Canadian women.

   Quiz — Famous Canadian Women in History

   a) Maude E. Abbott — Canadian doctor who became internationally famous for her research work in congenital cardiac disease and also laid the foundation for cardiac surgery.

   b) Emily Carr — writer and one of Canada's greatest artists.

   c) Cora Hind — agricultural editor of the **Winnipeg Free Press.** Known for her accurate predictions of the size and quality of Canadian wheat crops. Suffragist.

   d) Nellie McClung — writer, temperance leader and famous suffragist.

   e) Lucy Maud Montgomery — novelist, wrote **Anne of Green Gables.**

   f) Laura Secord — loyalist who walked twenty miles through enemy lines to warn Canadian forces of an impending American attack.

   g) Mary-Ellen Smith — first woman cabinet minister in the British Empire.

   h) Emily Howard Stowe — first Canadian woman doctor.

   i) Agnes Macphail — suffragist and first woman member of the House of Commons.

   j) Pauline Johnson — writer, wrote **The Legends of Vancouver,** and **Flint and Feathers.**

   k) Emily Murphy — Alberta magistrate, one of five who challenged the Supreme Court of Canada and the Privy Council in England to legislate women as persons.

   l) Helen Gregory MacGill — British Columbia judge who was responsible for protective legislation for women and children.

   m) Marie LaTour — an early Canadian hero who crossed the Atlantic to fight her husband's enemies at the French court and at Easter 1645 led the heroic but unsuccessful defense of the fort against a rival group of fur traders.

   n) Madeleine de Vercheres — an early Canadian hero who, at age 14, organized and led the defense of a seignorial fort against the Iroquois.

   You may want to follow up this activity by having students research more about any one of the above women and put her in her historical

context. As you find out about other women who were important in Canadian history, create a brief biography of each.

2. Write on the chalkboard each day an historical event concerning women.

3. Choose history texts from your school and read through the sections on homesteading in the Prairies, the suffrage movement, and World War 1. These sections should contain information on the role women played in Canadian history, but if there is very little in the texts (as is usually the case) discuss why this is so and conduct a survey of history teachers in your school. Your survey should ask the historians:

   a) Why is there so little about women in the history texts?

   b) What have women done that is historically significant and that is not included in the texts?

   c) Have they changed their teaching of history recently to include more about women?

   History teachers may be useful resource people for this unit.

The following outline for evaluation and procedure may be useful.

OUTLINE OR SURVEY PROJECT — EVALUATION AND PROCEDURE

_____
Name

_____
Class Period

Clear items 1-4 with your instructor before you begin.

1. PROBLEM State the problem in question form you hope to solve:

2. CONTACT Whom will you contact?

   Where? When?

3. RESEARCH Will you need to do any reading in advance?

   YES or NO
   (Circle One)

4. ADVANCE PLANNING What questions do you plan to ask?

   OR What do you intend to look for?

   Teacher's Comments:

   _____
   Instructor's initials
   signify "O.K., go ahead."

Interviewing____Writing____Thinking____TOTAL MINUTES SPENT____

5. CONCLUSIONS On a separate sheet of paper attached directly beneath this sheet, describe (a) the degree to which you were able to solve your problem; (b) what you wish you had been able to find out but were not; (c) how valuable you believe your project was for you and for others. If you cover the above in an attached, more detailed written summary of your contact project, place a large star in the left margin at the point where you draw your conclusions.

6. PERSONAL EVALUATION After listening to your group's projects, what grade do you feel should be given yours? _____

7. Attach under this sheet all written work of your SURVEY PROJECT work.

Suffrage Movement

Introduce the suffrage movement by having students read summaries, study actual newspaper accounts or use films, filmstrips, or records.

4. Investigate one of the following Canadian organizations.

   a) **Toronto Women's Literary Club** — founded in 1876 by Dr. Emily Howard Stowe; later named the Toronto Women's Suffrage Assoc.

   b) **Dominion Women's Enfranchisement Association** — 1889.

   c) **Women's Christian Temperance Union.**

   d) **Manitoba Equal Franchise Club**

   e) **Women's Institute**

   f) **Y.W.C.A.**

   Focus on:

   i) What was the organization's origin?

   ii) What people were involved in its establishment?

   iii) What were its major goals?

   iv) How did its members attain those goals? (Or did they?)

   v) Is this organization still active? If so, discover if its goals have changed over the years. Explain reasons.

The following materials should prove helpful in your investigation: **The Women's Kit** — "Dr. Emily Howard Stowe"; "Influence of Women's Organizations", **Cultural Tradition and Political History of Women in Canada, Studies of the Royal Commission on the Status of Women.** The YWCA and the Women's Christian Temperance Union are both listed in the Vancouver Telephone Directory.

Y.W.C.A. — 580 Burrard Street. 683-2531.

Y.W.C.A. — Vancouver Sun. July 26, 1975. Page 18.

Women's Christian Temperance Union — 6984 Royal Oak, Burnaby. 438-4848.

5. Discuss the major arguments used against giving women the vote. Focus on the use of the Bible, family structure, society views of the time, legal rights, etc.

6. Have students write a short essay built around the question "And I ask you, why shouldn't we have the right to vote? We . . ."

7. Research the effect the First World War had on helping women to get the vote. (See **Royal Commission on the Status of Women,** chapter 7, section 13.)

8. View the film "Women on the March — Part I" (N.F.B.) and have students develop questions for class discussion.

9. Compare civil disobedience tactics of the militant suffragettes with those of Gandhi and Martin Luther King. Focus on tactics used, effectiveness, use today, etc.

10. Group students and have them research women who were prominent in the suffrage movements in Canada. The research should look at why these women wanted the vote, how they struggled to obtain it and who benefited by passage of suffrage bills.

    Suggested List of Women: Nellie McClung, Flora Mac Donald Denison, Helen Gregory MacGill, Louise McKinney, Agnes Macphail, August Stove-Gullen, Therese Casgrain, Mary-Ellen Smith, Lillian Thomas.

11. "Women in Western Canada were the first to win the provincial franchise. In Manitoba, years of work . . . ended with the . . . passage of the woman suffrage bill in 1916. The same political pattern was repeated in most of the provinces and by 1919 women were eligible to vote in the provincial elections and sit in the provincial legislatures of all provinces except Prince Edward Island and Quebec. Three years later, P.E.I. accorded women voting rights on equal terms with men. In Quebec . . . the campaign was continued for close to another two decades." (**The Royal Commission on the Status of Women.** pp. 336-337.)

    Considering that Quebec women were originally the first to have the vote (1809-1834), although it was subsequently taken away until 1940, investigate and hypothesize some possible reasons for the slowness of Quebec to enfranchise its women.

    In your investigation, consider reasons why other provinces and the federal government enfranchised women and compare them to Quebec's reasons for or against giving women the vote, e.g., the effect of the First World War. (See article in Stephenson: **Women in Canada,** for Quebec's debate on suffrage.)

12. Women presented their cases for suffrage to their premier and the provincial parliament. They were usually ridiculed and rebuffed by the members. To gain publicity and support of their efforts, several "Mock Parliaments" were publicly presented throughout Canada. Following is an excerpt from **What Glorious Times They Had,** by Diane Grant, called "The Mock Parliament"; pp. 30-34. Have students enact "The Mock Parliament" and discuss the points made by "The Government" and "The Opposition" What arguments against giving women the vote are being mocked? Could these arguments be used by women today in their struggles for equality? If so, why, or if not, why not?

THE MOCK PARLIAMENT

(Reprinted from the script — **What Glorious Times They Had,** by Diane Grant)

The women sing:

WAIT TILL WE BEAT THEM, NELLIE
(to the tune of "Wait til the Sun Shines Nellie")

Wait till we beat them, Nellie
And we have equality.
We will be happy, Nellie, don't you see?
Sweep out the Tory Party
Vote Sobriety
We'll build a brave tomorrow, strong and free.

NELLIE: Ladies and Gentlemen, may I remind you that for the next short while, positions in society will be reversed. The women will have the vote and the men will have to beg for it.

SPEAKER: (Frances) No idiot, lunatic, criminal or man shall vote.

She raps mace three times. The mace is covered with flowers.

I hereby declare this parliament in session.

ALL: My, I like that hat. Did you know Mrs. Armstrong had a boy? Oh, she must have been disappointed. I love that mace, etc.

SPEAKER: Order. Shall we begin, ladies?

The first item on the agenda is the question of the franchise for men.

GOVERNMENT: (Lillian) Madame Speaker. It's a well-known fact, and I speak as a mother, that the male child is more difficult to toilet train than the female child and the same would undoubtedly hold true when training men in parliamentary procedures.

OPPOSITION: (Cora) Red herring. Red herring.

SPEAKER: Order. Order. I recognise the Honourable Leader of the Opposition.

OPPOSITION: Speaking as one who is rather keen on men, I submit that it is poppycock to shut out half of the world's population simply because of a minor biological difference.

GOVERNMENT: Madame Speaker, may I retort.

OPPOSITION: That's a nickel word.

SPEAKER: Order. Order. Perhaps the Honourable member of the Opposition will allow the Honourable member from Brandon-Souris to reply.

OPPOSITION: Don't you mean retort?

SPEAKER: Order

GOVERNMENT: This difference. A minor one, you say? Let me appeal to your finer sensibilities, woman to women. Would you want this room — this very room, filled with the reek of cigar smoke?

Would you want to hear the clink of brandy glasses in caucus? Would you want the halls festooned with spitoons, echoing with ribald laughter? Think. Can you, in all honesty, still say a minor difference?

OPPOSITION: Balderdash. Poppycock. Emotional Hogwash.

SPEAKER: Order. Order. Time has expired. Chair recognises the .....

GOVERNMENT: And have you considered the suggestive nature of male attire — the coloured waistcoats, the embroidered suspenders, the bay rum behind the ears, the waxed ends of moustaches and the tight trousers.

OPPOSITION: Yes, Yes, yes.

SPEAKER: May I have order. We have reached the end of the question period.

OPPOSITION: I would like to address .....

SPEAKER: I gather that the Honourable Leader of the Opposition has a supplementary question.

OPPOSITION: I address my question to the Honourable member from Brandon-Souris. I speak on behalf of the fathers of Manitoba. Should they not have legal guardianship rights over their children? They plant the seed, should they not have a share in the harvest?

GOVERNMENT: Who brings the child forth in pain and travail? The mother. Who nurtures it at her breast? The mother. Who teaches it to walk, talk and sing? —

ALL: Put them all together, they spell MOTHER.

GOVERNMENT: and OPPOSITION: (Shouting) And furthermore, it is disgusting that you use this important question as an opportunity for speech-making; my father doesn't want the vote, my husband does, etc.

A man enters during the hubub. He wears a banner that says: VOTES FOR MEN.

DELEGATE: Madame Speaker, Madame Speaker.

SPEAKER: LADIES! The chair recognises the

Delegate from the Franchise for Fellows Society.

Lillian and Cora sit down.

DELEGATE: Ladies and . . . . ladies. I am here on behalf of the Franchise for Fellows Society to ask nay to beg for the vote.

We have been shut out too long and we're knocking at the door.
We bring home the bacon, may we not cook it?
We lie in the beds, may we not make them?
We have one less rib, why not one more privilege?
We have the brains, why not the vote?

A silence falls. All look to Nellie, who puts down her newspaper and rises slowly to her feet.

NELLIE: We wish to compliment the delegation on its splended gentlemanly appearance.

ALL WHISTLE: If, without exercising the vote, such splendid specimens of manhood can exist, such a system of affairs should not be interfered with. If as he is attractive, we should have no problem. As I have listened, I have thought how delighted Lady Lloyd George, Queen Mary and other British stateswomen would have been if they had been approached in as gentlemanly a manner as I have been today.

As to the work of women. Woman has toiled early and woman has toiled late so that the idol of her heart might have the culture and accomplishment that we see here in this man today.

So surely as the sun arose today in the East and will set in the West, so surely, if we extend the vote to men, they will take a backward step — and fall off their pedestals.

Why upset yourselves? Politics is an unsettling business and unsettled men mean unsettled bills, broken furniture broken vows and DIVORCE.

Come on, girls.

The women exit.

13. Using the ideas and information from "The Mock Parliament" students may wish to write and enact their own version of a mock parliament.

They should include issues that are relevant to the suffrage movement that they have come across in their own study. Students could ask permission to perform their skit for other members of the school.

14. Have students read and discuss and perhaps perform the play "What Glorious Times They Had" by Diane Grant. What frustrations did the women in the play face? Do women still face these frustrations? Did obtaining the vote for women do all that it was hoped to do?

Homemakers

15. Research the history of housework.

    Focus on:

    a) Development of techniques in cooking and cleaning. i.e., cleaning products, canned foods, vacuum cleaners . . . . . .

    b) The effect of mechanization on various types of house labour, i.e., stove, running water, fridge, dishwasher, etc. How have these conveniences changed the amount of time and effort involved in housework? Do you think it has changed the importance of a homeworker's role? Explain. If so, what is the new status of the homeworker in the eyes of the community? See **Scientific American**, Nov. 1974, Vanek. "Time Spent on Housework".

    c) The effect of mass produced clothing, shoes, etc.

16. Research the history of day care in British Columbia.

    a) Where was the first day care established and for what reasons was it established?

    b) How has the development of day care progressed from there? (Be sure to include progress but as well, setbacks — discover reasons for opposition, etc.)

    For information in the Vancouver area, visit or write to — Day Care Information Centre, Department of Human Resources, 45 West 8th Avenue, Vancouver, B.C.

    For information outside of Vancouver, try local Department of Human Resources, or Victoria. Local organizations and community newspapers might also know about attempts to set up day care in your own community.

17. Present three or four skits portraying men in roles of women (at the turn of the century) in housework, courting, family roles, etc.

18. Make up a collage (from pictures or drawings) that shows what society felt was "all in a day's work" for a rural woman in the pioneer days.

19. Write the job description of a homeworker in a rural Canada seventy years ago.

20. In early Canada every woman was expected to bear a huge family, especially in the backwoods of Canada.

    a) Explain the reasoning behind this.

    b) What obvious effects did having a large family have on a woman's health, freedom, and education.

21. Ask an older woman in your community, perhaps someone's grandmother, how her role has changed throughout the years. What was expected of her when she was a child, teenager and adult? What customs

was she expected to follow? Ask women from different ethnic backgrounds and compare their stories.

22. Organize an "Historical Fair".

    a) Display materials (books, pictures) depicting the role of women in history.

    b) Invite older women from the community who are skilled in the life arts, to share their talents and work. e.g., quiltmaking, needlework, preserving fruits, making butter, soap, ice-cream, etc.

    c) Invite several women willing to hold informal talks about life in the early days, as they remember it.

    d) Good sources of information include — local historical societies, museums, Women's Institutes, libraries, pictures files of community newspapers, B.C. Archives.

23. Hold a discussion on the value of a homeworker at the turn of the century and the value of the homeworker today. Consider the different responsibilities, the different types of work, and the societal pressures with which women had to contend, etc.

Look for local Historical Society Bulletins and publications. Visit museums, to study articles used by homeworkers through the century.

24. **Wagework**

    Research the roles and working conditions of "domestics" in early Canada. Focus on:

    a) Their backgrounds.

    b) Who they worked for.

    c) The duties they performed.

    A helpful book for this study is Susanna Moodie's **Roughing it in the Bush.** Examine the character of a strong Irish serving woman named Jennie Buchanan. Another book, by Ella Sykes, **A Home Help in Canada** might also be useful.

25. Discuss the major reasons which first prompted women to enter into the labour force. Focus on:

    a) Growing urbanization

    b) Mass production of goods

    c) First and Second World Wars.

26. At the turn of the century, nine out of ten women worked in their homes. (**Canada Manpower and Immigration Review** Vol. 8, #1 First Quarter 1975. p. 1.) Create a list of occupations filled by those few women that did work outside their homes. e.g., domestics, midwives, etc.

27. Research the history of women in factories. Focus on:

    a) Working conditions.

    b) Wages and benefits

    c) Union involvement

    d) Time spent after shift at factory.

28. Investigate the legal rights of pioneer women. Examine such areas as:

    a) Marriage.

    b) Child custody.

    c) Ownership of land.

    d) Inheritance of property.

    e) Minimum wage.

    How did these laws reflect men's attitudes towards women? What were those attitudes?

29. Choose one occupation and trace women's participation in it, and women's contributions to it. For example, **The Indomitable Lady Doctors** by Carlotta Hacker would be useful for medicine. **Women At Work** discusses a number of other jobs such as secretary, nurse, teacher.

Indian Women

30. Investigate the division of labour between the sexes as found in the history of tribes such as the Nootka, Haida and Ojibwa. Focus on:

    a) Hunting and gathering.

    b) Making of tools, clothing, shelters.

    c) Raising of children.

    Did women share an equality with men on the basis of division of labour and voice in tribal laws? Explain.

31. What tribal laws (if any) protected women so that they were not left to starve? Research other tribal laws relating to women, i.e., inheritance, marriage rites, dowry, custody of children, etc.

32. The majority of people today know very little about the origin of Indian Women organizations, their goals, problems, etc. Research the organization called Indian Homemakers Association of B.C. Focus on:

    a) The reasons behind its establishment.

    b) Who established it and when.

    c) Its goals.

    d) How its members are working to attain those goals.

    For information write — Indian Homemakers Association of B.C., 423 West Broadway, Vancouver, B.C. You might also contact local reserve offices to find out who the representative of the organization is in your community. You might invite them to visit your classroom to talk about the problems facing Indian women and what their organization is doing to help.

33. Discuss some of the problems facing Indian women today which differ from those of most women.

34. Research biographical information on one of the following Canadian women writers, in history:

    a) Catherine Parr Traill — wrote **The Backwoods of Canada.**

    b) Cora Hind — agricultural editor of the **Winnipeg Free Press.**

    c) Nellie McClung — wrote **In Times Like These.**

d) Emily Carr — wrote **Klee Wyck, Growing Pains.**

Include information on:

i) Major influences of her life.

ii) Ideals worked for.

iii) Major accomplishments.

What conditions did each of these writers reflect concerning the position of women at that time?

Useful books for this study include:

Famous Women, Byrne Sanders.

Growing Pains, Emily Carr.

In Times Like These, Nellie McClung.

Lady of the Backwoods, Sara Eaton.

The Backwoods of Canada, Catherine Parr Trail

The Women's Kit — "Emily Carr" "Cora Hind" "Suffragette" (newspaper).

Brave Harvest: The Life Story of E. Cora Hind. Kennethe Haig.

The Stream Runs Fast, Nellie McClung.

35. Research the role played by the church and the sisters in Quebec. Focus on their effect in:

a) The family.

b) Education.

c) Women's role.

d) Politics.

Useful sources include:

Never Done, Corrective Collective.

A Woman in a Man's World, Therese F. Casgrain

An excellent film available through the National Film Board is "La Quebecoise".

36. Research the programs known as the "Daughters of the King" and the "British Columbia Emigration Society". Focus on:

a) The reason behind their establishment.

b) The type of women sought out, for the program.

c) The advantages it offered to a young woman and her family.

d) The hardships they had to endure after joining the programs.

Useful material:

Never Done, Corrective Collective

Urban Reader, May 1975 — publ. Social Planning Department of the City of Vancouver.

B.C. Archives.

37. Present a short skit describing the evening when the "Daughters of the King" were presented to their prospective husbands. Focus on:

    a) The physical setting.

    b) The emotions of both the women and the men.

    c) The role of the sisters, etc.

38. Investigate the sources in your community that have material on women in B.C.'s history. City Archives, Historical Societies, museum's and libraries are a good place to start. A visit to a local women's group may also provide information. Divide the class into groups and let each group be responsible for researching materials available at one source. Have each group write a report on their findings then present it to the class.

39. Show filmstrip/cassette "Canadian Women in History", if available to your school. Have the students analyse the filmstrip. They should note that the women are presented as "great" people, as mothers or wives of "great" men, and that there is very little commentary regarding the social changes these women tried to bring about. Ask if this is a valuable way to present women in history.

40. Describe the role and status of women and the contributions made by women, both individually and collectively, to the development of Canada by studying the following periods of Canadian history:

    a) New France under the seigneurial system.

    b) Upper Canada during the 1840's.

    c) The post-Confederation period.

    d) The opening of the West, 1896-1914.

    e) The First World War.

    f) The Depression.

    g) The Second World War to the present.

41. Draw a time line showing the key events in the progress of Canadian women to achieve equality.

Contemporary Women's Movements

42. Students should visit a present day women's group or have a member of a women's group come and guest lecture. Some questions the students might ask:

    a) What are the basic aims of your group?

    b) What issues are of primary concern to women today? What needs to be changed in order for women today to develop their full potential?

    c) What is your group trying to do to help women? After this presentation students could discuss how the struggles of women today are similar to or different from their struggles in the past.

43. Because there are few really good Canadian books on women, it would be beneficial to have the students keep a scrapbook of newspaper clippings about women in today's society. Refer to the class scrapbook if the suggestions from unit one have been adopted. At the end of the unit they should write an analysis on how the press depicts women. This

scrapbook should help raise consciousness and develop a critical sense in the students. It should also be pointed out to the students that even some of the better articles contain unconscious put-downs. A political woman is constantly described as a wife and mother before one even learns her politics. This learning activity should make it clear why women are so badly depicted or even rarely mentioned in history books. See unit on politics.

44. Have students investigate the women who are currently involved in women's liberation movements. This can be done either individually or in groups. Again, these investigations should centre around the social issues at stake and the results of these women's activities.

    a) Contact women in the local community who are involved in the women's movement.

    b) Refer to **Speakers' List**, B.C.T.F. Status of Women.

Compare the aims of women in the past with women today, in light of the study done in this section and study done in other courses. Students could present their information and ideas in the form of a seminar, debate, or forum. Status roles and societal expectations should be analyzed in the discussion.

WOMEN IN POLITICS

After studying this unit, students will:

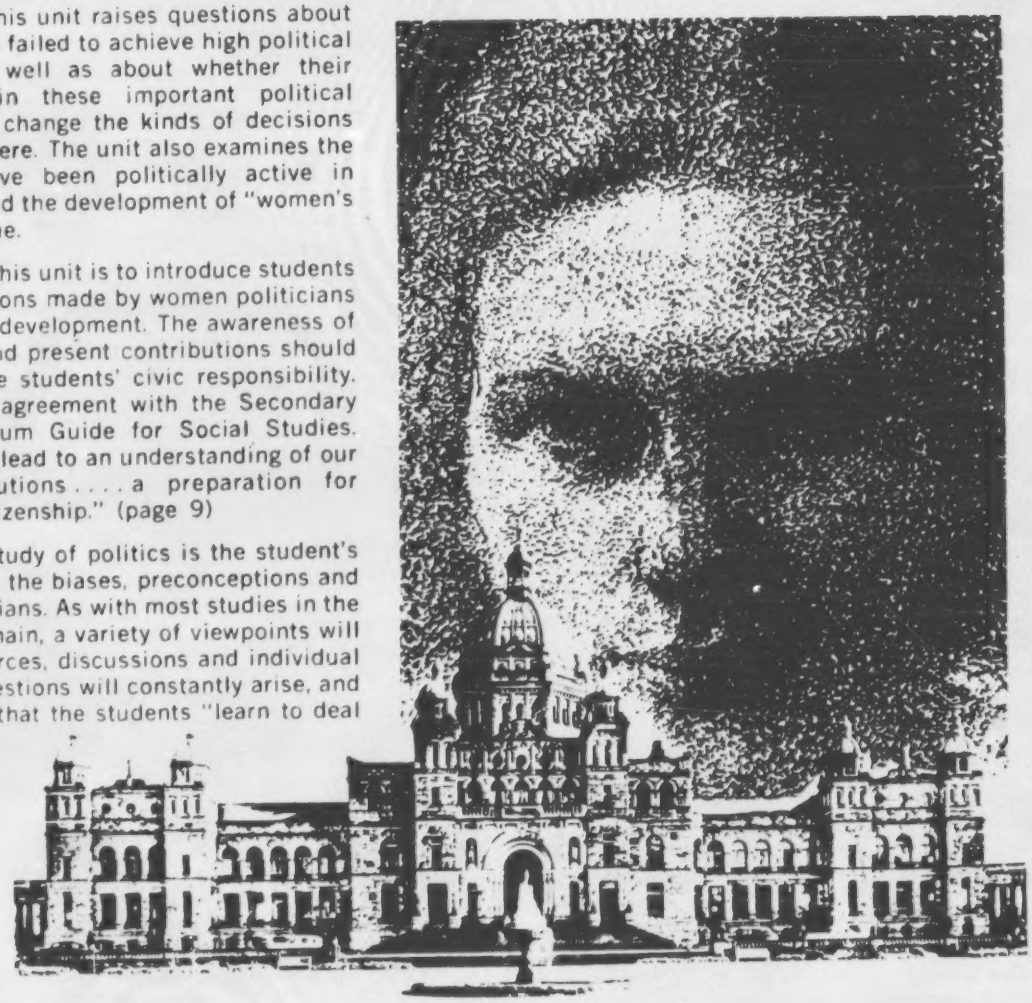
1. Know about women who have been and are involved in Canadian politics.
2. Understand the factors involed in becoming a politician, and the factors which have hindered women's involvement in politics.
3. Consider differences and similarities between female and male politicians.
4. Learn about the organizational methods and skills needed by politicians.
5. Develop an interest in and concern about civic issues.

Teacher Summary

Women have been scarce in important political positions in Canada, although women are directly affected by the laws passed by (mostly male) politicians. Women are more involved in the political process at lower levels, particularly as volunteers in local community groups, as campaign workers and as voters. This unit raises questions about why women have failed to achieve high political offices and as well as about whether their representation in these important political positions would change the kinds of decisions that are made there. The unit also examines the women who have been politically active in Canada's past and the development of "women's issues" over time.

One purpose of this unit is to introduce students to the contributions made by women politicians to our society's development. The awareness of women's past and present contributions should help develop the students' civic responsibility. This goal is in agreement with the Secondary School Curriculum Guide for Social Studies. "History should lead to an understanding of our political institutions . . . . a preparation for responsibile citizenship." (page 9)

Crucial to the study of politics is the student's ability to assess the biases, preconceptions and values of politicians. As with most studies in the humanities' domain, a variety of viewpoints will appear in resources, discussions and individual study. Value questions will constantly arise, and it is necessary that the students "learn to deal



with value questions in an intellectually and ethically honest way." (Secondary School Curriculum Guide for Social Studies, page 2.)

Students should be able to utilize inquiry skills and develop their research techniques in acquiring knowledge in this unit. This unit should also aid students in development creative and speculative thought. From this, students will have the opportunity "to think hypothetically, to hold tentative conclusions, and to reconstruct the knowledge already in her/his possession". (Secondary School Curriculum Guide for Social Studies, page 2.) The students' previous knowledge gained from the study of history and other social science courses should aid them in their study of this unit.

Activities for "Women in Politics"

Introductory Activities

1. The following quiz could be used as an introduction to the unit. Its purpose is to stimulate students' interest and to determine their general awareness of women in Canadian politics. Ask students to list the major accomplishments for which each politician is known.

   Quiz — Famous Canadian Women in Politics

   a) Mary-Ellen Smith — first cabinet minister in the British Empire.

   b) Jeanne Sauve — M.P. minister of the environment; only woman in the federal cabinet.

   c) Agnes MacPhail — first woman member of the House of Commons.

   d) Flora MacDonald — M.P, Progressive Conservative leadership prospect in 1975, first elected to House of Commons in 1972.

   e) Grace MacInnis — retired M.P, and long-time fighter in the House of Commons for women's rights.

   f) Judy LaMarsh — former M.P., cabinet minister, lawyer, journalist, talkshow host, and radio commentator.

   g) Iona Campagnola — M.P., parliamentary secretary, Indian Affairs and Northern Development.

   h) Rosemary Brown — M.L.A. in the province of B.C., former ombudswoman with the B.C. Status of Women. Ran for leadership of the national N.D.P. in 1975.

   i) Simma Holt — M.P. from B.C., journalist, elected in 1974.

   j) Eileen Dailly — M.L.A., Deputy Premier of B.C., and Minister of Education in the B.C. Legislature, 1972-75.

   k) Claire Kirkland-Casgrain — retired M.L.A., first and only woman member of the Quebec legislature from 1961-1973. Presently a provincial court judge.

   l) Therese F. Casgrain — first woman in Canada to lead a political party (the Quebec C.C.F. in the 1950's); led the struggle for women's suffrage in Quebec, which was finally achieved in 1941.

   m) Charlotte Whitton — mayor of Ottawa, first woman mayor of a captial city in the British Commonwealth.

   n) Grace McCarthy — Deputy Premier of B.C. and Provincial Secretary, 1975-

   o) Nellie McClung — influential in Manitoba in 1915 in getting the first vote for women in Canada.

2. Make a chart showing the dates when Canadian women received the vote.Comment on the various reasons for women being given the vote. Discuss whether or not women's right to vote changed the public's attitude towards women being elected to political positions. (Refer to "Participation of Women in Public Life", **Report of the Royal Commission on the Status of Women.**) (Refer to information and references in the history unit.)

Women in Public Life

3. Research biographical information on one of the following Canadian women politicians:

   Rosemary Brown

   Eileen Dailly

   Grace McCarthy

   Jeanne Sauve

   Flora MacDonald

   Claire Kirkland-Casgrain

   Simma Holt

   Pauline Jewett — President of Simon Fraser University and former M.P.

   Pauline McGibbon — Canada's first woman Lieutenant-Governor (Ontario). Add to your list as you discover more women who have been politically involved.

   Include information on:

   a) Family situation.

   b) Economic situation.

   c) Education.

   d) Major influences on her life.

   e) Political ideology.

   f) Stand on women's issues

   g) Major accomplishments.

      i) Discuss how family and economic situations may influence political ideology.

      ii) How does the individual's stand on women's issues fit in with the total ideology of the party she belongs to? (i.e., stand on human rights legislation, on the autonomy of free enterprise , etc.)

4. Arrange field trips to local political party offices or to the parliament buildings in Victoria.

   a) Arrange for someone to talk to you about the office or legislature.

   b) Determine the involvement of women in the party/legislature you are visiting. Discover the reasons for it, as explained by the official you talk to. Discuss the reasons you were given.

   c) Are there any plans for involving more women?

5. Invite women representatives from each political party (Liberal, N.D.P., P.C., Social Credit, Communist) to sit on a panel to discuss their stand on certain women's issues, i.e., The establishment of a Woman's Department, laws relating to women, e.g., child custody, marriage, divorce, and also day care, education, etc.

6. Have students compile a scrapbook of newspaper clippings and magazine articles on women politicians to supplement the lack of information on women in politics. This scrapbook could also be used as reference material for other projects to be found within this unit.

7. a) "After dinner, the women retired to the drawing room and the men remained to discuss politics."

   i. How have traditional sex roles in the past excluded women from an interest in politics?

   ii) Would a woman knowledgeable about politics, be considered "unfeminine"? Is this changing?

   b) Discuss the factors which hinder women when they enter public life. For example:

   i) Educational training.

   ii) Opportunity for advancement within the party.

   iii) Presence of children.

   iv) Social pressures to put priorities on home life rather than political issues.

   v) Incentives i.e., economics, social, personal.

   vi) Mobility — ability to move to Ottawa/Victoria.

8. Make a list of recommendations that would help more women get into public office.

Imagery of Women in Politics

9. Have students develop and administer a questionnaire to test people's attitudes concerning women in politics. Include questions which are concerned with:

   a) A woman's abilities in seeking office.

   b) Women's issues.

   c) Women's role in society.

   Distribute these questions to men and women of all ages and walks of life and compile and interpret your findings.

10. Make a list of those traits you feel are essential for a political leader to possess — e.g., tough, tenacious, intelligent, etc. Discuss how these traits may or may not be considered as "feminine".

11. Read **Memoirs of a Bird in a Gilded Cage** by Judy LaMarsh.

   a) Focus on the problems she encountered as the lone woman cabinet minister. e.g., Feelings of isolation as the lone woman cabinet minister, intense public scrutiny, etc.

   b) Would these same problems occur today? Explain.

12. a) "Throughout history, women have insisted that power doesn't have to by synonymous with ruthlessness or lack of compassion. That strength and toughness can also be healthy and warm." **Miss**

Chatelaine Summer, 1975. Discuss this statement by bringing forward examples of action taken by women politicians such as Golda Meir, Indira Ghandi, Rosemary Brown, Eileen Dailly, Grace MacInnes, etc. In light of these examples, do you think women can change the existing political situation by using what are considered "womanly" actions and emotions?

b) Rosemary Brown feels that women could or would use power better than men. Flora MacDonald, "Insists that women have the same drives as men, that women do not exhibit a more ideal use of power and doubts that just because women are women, they would change the political game". Investigate, analyze and evaluate these conflicting statements.

13. Women in politics have some advantages and a lot of disadvantages. Create a list of those disadvantages and advantages. Create a similar list for men. Discuss the two. If the lists are different, determine the reasons for their difference. Examples for a women's list:

Disadvantages	Advantages
1. Women have difficulty being involved in close personal and social groups of politicians since they tend to be all male.	1. Women get a lot of publicity merely because they are women, even if some of it is supercilious.
2. When two women debate in public it is considered "cat-fighting".	

14. Choose a male politician you know well and admire. Explain the reasons for your admiration. Pretend that he is a woman. (The qualities which you admire may fall into masculine/feminine lines.) Would you admire her equally as well for those same qualities? Explain.

15. Compile a series of newspaper and/or magazine articles which feature women politicians. Discuss the content of the articles considering some or all of the following questions during the discussion:

a) Discuss the content of the article. What issues are involved?

b) What statements are made regarding the issues?

c) What is the attitude of the writer towards the woman politician?

d) Is the writer a male or a female?

e) Are the dress and clothing styles of the politician mentioned?

f) Are dress and clothing important to the issue?

g) Are the family relationships and marital status of the woman politician mentioned?

h) Is this information significant?

i) Substitute a male for the woman. Would the comments by the writer be different? Explain.

The following newspaper clippings and questions indicate possible approaches:

A. Karen's Husband Takes Leave From Job To Research For Comox MLA

COURTENAY — Peter Sanford, husband of Comox MLA Karen Sanford, is proud to have his wife part of the New Democratic Party government in this province.

In fact, he wants Karen to fulfill her mission to the utmost, so he has taken a year's leave of absence from teaching next year so he can take over many of her routine chores and carry out research for her.

Sanford feels that, by doing this he will free Karen to spend more time with her constitutents and give more attention to her job as chairman of the NDP caucus.

By Donna Clements. **Victoria Colonist**

i. What role has the husband taken over?

ii. Rewrite the article so that the husband is the MLA. Would the article have been newsworthy? Explain.

B. "The whole tension and anxiety about my running was because I had the feeling that I was a sort of standard bearer for both blacks and women. The women thing had to be proven — that women would vote for other women, given the chance."

Rosemary Brown — B.C. MLA **Province,** Sept. 1, 1972.

i. "Women won't vote for other women" has been a saying in our society.

a) What might have been the reasons for this saying?

b) How are attitudes changing? Why?

C. "I had no money, no connections, no influence, and I knew absolutely nothing about political organization. I thought I was far too vulnerable, too sensitive, for the political milieu. But I had always encouraged other women to run, and finally there was no turning back for me."

Iono Campagnolo — B.C. MP
Province, November 2, 1974.

i. Discuss the traditionally female characteristics which are referred to in the article.

ii. Is being "too sensitive" a negative quality in a politician? Explain your point of view.

iii. Rewrite the statements using role reversal. Would a male politician make similar statements? Explain.

D. On the Royal Commission on the Status of Women, Senator Fergusson said, "I support it very strongly. I am incensed that there is so much petty criticism of it. Other Royal Commissions have had their internal difficulties, but when the Royal Commission on the

Status of Women has its difficulties, they are made a great deal of. I think that the work of the Commission is very important and will help us to understand the position that women are in today."

Senator Fergusson, 69, a childless widow stylishly and handsomely dressed in a flowered print dress, mink coat and green turban, regards her father as the single most important influence in her life.

"He was a lawyer and it was because of him that I went into law," said Senator Fergusson. "My husband was a lawyer, too."

Montreal Star, march 15, 1968.

i. Discuss why the article contains a description of Senator Fergusson's clothing. What female role is emphasized in the description?

ii. Change the character to a male. Rewrite the article. What changes would occur. Why?

16. "Women in general, want to be loved for what they are and men for what they accomplish. The first for their looks and charm; the latter for their actions." — Theodore Reich.

Discuss the implications of this statement. Are there instances in politics today where this still seems prevelant? If so, why?

17. In what ways are women involved in politics in your community? Visit or phone local political action groups organized around any number of issues (day care, property owners' associations, tenant groups). What role do women play in them?

Visit or phone the local branch of each organized political part. What jobs do women do at the local level (canvassing in elections, stuffing envelopes, putting out a newsletter)?

Interview some women who are active at the local level. Why are they active? Are they interested in the political positions? Why or why not?

What does this exercise teach you about the participation of women in politics?

Student Involvement in Politics

18. You are a woman who wants to enter public life.

a) What issues concern you?

b) How will you present your campaign to the public?

c) What public office will effectively allow you to voice your concerns?

d) Write a short article for a newspaper in which you discuss why you have entered politics.

19. As a group project — brainstorm on the types of political issues with which you would like to become involved. All ideas in this type of activity are accepted and then clarified.

a) Focus on issues which would interest students of your own age, e.g., dress codes, smoking rules, recreation facilities, etc.

b) Discuss how you might go about becoming involved with these issues (i.e., working for their solution).

c) Determine topics which might interest older women.

d) Research to find out how many women are actually involved in working with the issues. Try to draw some conclusions as to why or why not, women are involved.

20. From previous studies in this course and others in the curriculum, students should be familiar with several types of political actions and campaigns. For example, the suffragettes formed a political equality league and through this organization, urged politicians and the public to work for enfranchisement of women. Have the class simulate equivalent action. They should decide on an issue of interest to them such as more "Sadie Hawkins" style school dances, new laws on property rights for women, etc. Have them plan their course of action, using as a loose guideline one of the campaigns they have studied.

WOMEN AND THE LAW

In this unit students will:

1. Understand how current laws on marriage, childcare, welfare, labour and crime affect women.
2. Appreciate how the legal system defines women's status.
3. Consider how laws affect them individually as women and students and how they would like to change the laws.
4. Understand how laws are made and changed.

Teacher Summary

This unit is based primarily on the pamphlet **Women and the Law.** The unit does not include the history of women and the law nor a perspective on who has had the power to make laws which affect women, although these could be explored by the teacher, and are touched on in other units (history, politics). The material in this unit should supplement the Law 11 course and draw upon some of the more general concepts developed there.

The student activities begin with some fairly general projects on recent changes in the law. Other activities are based directly on the **Women and the Law** pamphlet. The teacher should keep in mind that some students will have taken the Law 11 course and may have studied this pamphlet. Alternative projects designed to supplement the students' knowledge have been provided.

Student Projects

General

1. In order to examine the process of making the law and changing it, case studies are useful. Have students find examples of recent changes in, or attempts to change, laws affecting women (e.g., Change of Name Act in B.C., federal changes in the law on rape, changes in family law in B.C., etc.).
   a) Why did some women want the law changed?
   b) How did they go about trying to change it?
   c) Why were they, or were they not, successful?
   d) What general lessons can you draw from your case study about the process of changing laws affecting women?

2. a) Have the students research the background of the Human Rights Commission. Their research should enable the students to assess the importance of the Commission, its effectiveness and the way it affects women. Some questions to be considered are:
      i) What types of cases does it work with?
      ii) What are its legal powers?
      iii) When was it formed?
      iv) Who heads it at present?

If possible, have someone from the Human Rights Commission speak to the class. Refer to the Labour Department, Provincial Government. Human Rights Branch, 4211 Kingsway, Burnaby, B.C.

b) A woman in your community is recently widowed. She has been a housewife during her married years. Now she needs credit to buy a car for her new job. She finds she has no credit rating of her own and is refused credit.

i) Would the Human Rights Code cover her situation?

ii) What is the Human Rights Commission?

iii) Where would you lay a complaint in your community?

iv) How do you lay a complaint?

v) Is there a hearing?

vi) Is there an appeal? If so, on what grounds; to whom; what procedure?

3. Read the Human Rights Code.

a) When was the code passed as a law?

b) What recent changes and additions have occurred?

c) Explain how the recent changes affect the treatment of people.

d) Research information on test cases which have influenced the enforcement and effect of the code. (Refer to the minimum wage and housing laws.)

e) In what areas can the law be applied?

f) How are violators penalized?

g) Compare human rights legislation in different provinces and at the federal level. What areas are covered by federal legislation? What areas are covered by provincial legislation?

h) Explain why and how you would change the Human Rights Code. (Consider the preamble of Canadian Bill of Rights and its effectiveness.)

4. Discuss the implications for women of the following decision handed down in the Murdoch case, under Family Law.

Research recent changes and proposals to change this Alberta law.

Research the present legal status of women in B.C. in similar circumstances.

Irene Murdoch, as her husband admits, helped him to develop their Alberta ranch to reach its present approximate value of $300,000. As well as making a financial contribution, she did hard physical work usually done by a man. Apart from keeping house, she says, "I helped with the haying, raking, swathing, mowing, driving trucks and tractors, quietening horses, driving cattle, dehorning, vaccinating and even branding."

After 25 years, their marriage ended in a quarrel. She took her case for a share of the ranch to the Alberta Courts. She was awarded $200 a month but no interest in the property. Mrs. Murdoch moved her appeal to the Supreme Court of Canada. By four to one, the Supreme Court rejected her appeal. They agreed with the Alberta judge who had ruled that Mrs. Murdoch had made "only a normal contribution as wife to the matrimonial regime".

In Chief Justice Bora Laskin's opinion, which differed from that of the rest of the Supreme Court, Irene Murdoch had made substantial contributions both of labour and of finances to the family ranch. In view of the contributions, he said, it would be unfair to deny her an interest in the property. (in "Rewrite the Law" **Canada and the World,** May 1974, Page 4)

5. Canada Pension Law — Who is entitled to collect pensions? How are women eliminated from pension plans? What proposals are being made to include housewives in the Canada Pension Plan?

6. Three tapes and filmstrips are available from the B.C. Civil Liberties Association. (phone 685-1843)

   a) "A Woman's Place". This deals with the problems of women getting credit.

   b) "No Place for a Woman". This covers the employers' responsibilities to provide equal opportunities for women.

   c) "It's Cultural". This shows how the Indian Act discriminates against women and discusses justification for it.

   The tapes and the teacher guides that go with these teaching aids are very useful in helping teachers deal with the value questions underlying the concept of discrimination and equal treatment under the law.

7. Find out where women can get legal aid in your community.

   a) Who is eligible for legal assistance? (This may be difficult to define precisely.)

   b) Are there any groups set up specifically to assist women?

   c) Invite a speaker from a community group concerned with women and the law to discuss how the law affects women.

8. Recent changes in family law have been proposed by the Berger Commission. Find out what changes have been recommended. How would changes affect the status of women? Discuss the reasons for the proposals and your reactions to the proposals.

   Law Reform Commission
   1055 West Hastings Street
   Vancouver, B.C.
   Telephone: 683-1246

9. Ask the law teacher in your school to give a short presentation on the role of law in Canadian society. Try to draw out some generalizations about the purpose of law (to protect individuals, to control people seen as disruptive, to protect property rights). Apply these general ideas to the study of women and the law. What should laws concerning women be designed to do?

10. Divide the class into small groups. Ask them to consider the following question: Does the law merely reflect changes in attitudes or does it create changes in attitudes in society? Students should consider this statement in light of existing laws (students could refer to school texts for the Law 11 course), actions of M.P.'s and citizen actions and attitudes. (Interviews of M.P.'s and citizens could be conducted by students.) Students should also present their own views and try to reach a conclusion based upon their investigation.

The following projects related directly to the booklet **Women and the Law.**[1]

Marriage

11. Name the requirements which have to be met in order for a marriage to be legal. Would you change the requirements? If so, explain how and why. If not, why not?

12. What is an annulment?

13. Give details on how a woman (married, single, divorced) may go about changing her name. Why do some women want to change their name?

14. What are the laws regarding Canadian citizenship and nationality? When was the double standard changed? In what way can the waiting period for the alien husband of a Canadian woman still be considered discriminatory?

15. What does "head of the family" mean and how can interpretations of this meaning be affected by the law?

16. What provisions are made for women under the Wife's Protection Act, R.S.B.C. 1960, C. 407, in regard to the home? In order to receive this protection what must be done? When is this protection effective? What might have been the historical basis for this Act? Is there similar protection for a husband? If not, why not? What would the Berger Commission's report do to law in this area?

17. Outline some problems women have in acquiring equal rights to property acquired by a man and woman as a couple.

18. What is meant by agency? Agent? What are two major categories of agency relationships? Describe them in some detail.

19. There are certain conditions where a spouse has some claim over a will when no provision has been made (in a case where there is no will). Describe the provisions. Comment on the fairness or unfairness of the law.

20. According to the **Gift Tax Act,** what is the definition of "spouse"? What is the purpose of this Act? How is the economic aspect of marriage reinforced by this Act?

21. Give a brief description of a separation agreement and what it can include. How are the terms of agreement important?

22. What are grounds for a court order for support? What do people usually call a separation order granted by a court?

23. Who is the "respondent"? How does the law enforce responsibility on the respondent?

24. What, if any, is the difference between B.C. law and the law for other provinces in regard to responsibility of both parents for child support?

25. Have the students investigate the most up to date information for the following:
    — What is the procedure when a wife is receiving welfare and the husband can provide minimal assistance? (Note: **Women and the Law** is outdated on this section. Support payments up to $100 over and above welfare payments are allowed.)

[1] The teacher and students should note that changes have occurred in the law since 1973 and that the booklet may be out of date in certain areas. Up to date information can be obtained from the People's Law School, Suite 610, 207 West Hastings Street, Vancouver, B.C.

26. A wife cannot ask for support longer than two years after a final divorce decree but a maintenance sum may be varied at any time by the Supreme Court if changes in means and circumstances of children and spouses occur. Describe when maintenance sums can be varied. Comment on the probable reasons for the law.

27. What is a guardian? What is the purpose of a guardian?

28. What is child custody? How is the emphasis on a child's welfare increasing? Who has traditionally received custody of children? What is the Children's Rights Act, as suggested by the Berger Commission?

29. Under the Protection of Children Act the state can remove the child from its present surrounding and place it into state custody. Under what grounds can this be done? What legislative changes are suggested by the Family Law Reform Commission?

30. Describe the process that takes place when a child is taken over by the state.

31. If you are a parent in a situation where the state has taken custody of your child what steps should you take if a hearing is conducted?

32. What is the main advantage of a court order of separation?

33. In order to receive a divorce in Canada either spouse must have been guilty of some marital wrongdoing or have been living apart from one another for at least three years.

    a) Name and describe the different grounds for divorce.

    b) Suggest ways in which you might change the divorce laws.

34. What are the current rates of divorce?

35. Gather information from a marriage counsellor. Probe into the various reasons for marriage breakdown and the ways in which a counsellor approaches these problems.

36. Couples have often stated that they must "stay together for the children's sake".

    a) How do children feel under these circumstances?

    b) Could a divorce benefit the welfare of the children?

37. a) What is a common-law marriage? How do the laws differ in their treatment of legally married and common-law couples with respect to:

        i) Property ownership

        ii) Income tax, U.I.C. Plan, etc.

        iii) Child support.

        iv) Wills and dying without a will.

        v) Divorce/separation, etc.

    b) Should there be a standard definition of "common-law spouse" for all legislation?

38. How many children are born out of wedlock in Canada? Under the existing laws in B.C., when is a child considered "legitimate"? What are the law reform proposals?

39. Get several copies of an Income Tax form to see differences in exemptions. Two or more could work together, one being employer and one employee. Fill forms out as though you were:

    a) Single.

    b) Single — with one dependent

    c) Married

    d) Married — with two dependents.

    e) Common-law marriage.

    f) Common-law with two dependents (note: a common-law spouse can claim a child under the "Equivalent to Spouse" exemption, for the full amount).

    g) Divorced — with two dependents.

    h) Any other.

40. What is the difference between monogamous marriage and polygamous marriage? See if you can find countries where polygamy is legal. Illegal.

41. a) Look through a daily paper under the ad section and make a scrapbook which shows various legal procedures such as name changing, custody, or credit discontinuation.

    b) Where else than in the newspaper is it necessary to publish these announcements?

42. Marriage Contract. "Writing out a contract may seem a cold way of working out a relationship, but often it is the only way of coping with 2,000 years of tradition."

    a) Explain the advantages/disadvantages of a marriage contract.

    b) Specify the areas of the contract, i.e., domestic, money, property.

Welfare

43. Which group of people do you think receive the largest proportion of welfare cheques? Examine the report in **Women and the Law.**

44. According to the Department of Human Resources, in order to qualify for welfare, you must fulfill certain requirements. What are the requirements?

45. If you are denied welfare you may appeal your case. What are the grounds for appealing and what is the procedure?

46. Discuss social attitudes toward welfare recipients.

Labour

47. How many weeks must a female employee be given for maternity leave? Must these be paid weeks off? How would you change current maternity leave laws?

48. What is defined as discrimination under current labour laws?

49. The law states that discrimination with regard to employment is prohibited, but some employers find ways of circumventing the law. Describe some types of discrimination prevalent in our working society.

50. If you find you are discriminated against, what action can you take?

    a) Why have many employees accepted discriminatory actions in the past?

    b) How are attitudes changing?

51. Research and make comparisons between British Columbia and the other provinces regarding changes in labour laws. Do the same for Canada and other countries. **Use Law Relating to Working Women,** December 1973, Labour Canada, for a comparison. Make suggestions and changes to laws that have not yet been ratified.

    a) Gather information from Rape Crisis Centres.

    b) Invite a speaker from the centre to the class.

    c) Discuss the reasons for the development of crisis centres.

58. Research the number of facilities that are available for women offenders. You could discuss ages of inmates, number of years given in sentence, what crime they had committed, and whether or not training or rehabilitation programs are prevalent in these institutions.

59. Ask in your local area where a women offender might stay while awaiting trial or transfer. You might want to inquire into the process by which a female criminal is arrested, jailed, brought to court and sentenced. Compare this to a male criminal.

EDUCATION UNIT

The aims of this unit are that the students:

1. Be sensitive to ways in which sexual stereotyping affects education in Canada.
2. Have the skills to examine social institutions for differential treatment of males and females.
3. Consider the ways in which sexual stereotyping in education has affected their own lives.
4. Understand the ways in which the educational system can provide equal educational opportunity for both sexes.

Teacher Summary

This unit provides students with an opportunity to apply the general knowledge that has been acquired in previous units to a specific institution. Students might also want to apply their knowledge to other institutions in society such as the media, sciences, medicine, and unions. A more detailed unit on education has been provided because students have been and still are involved in education. Therefore, they have an accumulation of experience which can be analyzed and, also, everyone is affected by education since everyone is required by law to attend school. It is difficult to find another institution with as obvious an impact on all the citizens of this country. Public education in theory treats everyone equally. Actually, since education is bound to reflect the society in which it exists, the stuctures and processes of the educational system tend in some ways to reinforce and initiate traditional assumptions about male-female abilities, attitudes and behaviour.

"Girls need special help in overcoming these pressures of society. Early in their lives they must be shown the implications of educational choices, the wide options from which they can choose, and the way that custom has created divisions of work between men and women. This help should come from their families, teachers and guidance counsellors." **Report of the Royal Commission on the Status of Women in Canada,** (page 181).

A variety of areas of education can be examined critically for sexual stereotyping. The structure and availability of courses such as home economics and industrial education can perpetuate attitudes and abilities based on traditional assumptions about males and females. If the classes are determined on the basis of sex, certain types of knowledge and skills will be acquired on that basis rather than in terms of need or interest. Segregated classes in physical education reinforce beliefs that physical abilities are distributed by sex rather than by individual variability.

Sex role stereotyping is reinforced by language references about males and females. In many materials women are seen only in traditional female roles: housewife, mother, teacher, nurse. See studies on B.C. textbooks done by Vancouver Status of Women. "The analysis of sex role imagery in a representative selection of elementary school textbooks clearly indicates that a woman's creative and intellectual potential is either underplayed or ignored in the education of children from their earliest years. The sex roles described in these textbooks provide few challenging models for young girls and they fail to create a sense of community between men and women as fellow human beings." **Report of the Royal Commission on the Status of Women.** (page 175)

The administrative structure of education is dominated by males. Consequently, role stereotyping is perpetuated through the types of models which are presented.

If teachers expect girls to be submissive, passive, diligent, and good at details and if teachers expect boys to play aggressively, be logical, like science and mathematics, then these expectations will operate as self-fulfilling prophecies. Teachers reinforce these roles with different activities within the classroom; responsibility for carrying heavy books and operating mechanical equipment is often directed towards males. Clerical work, and tidying activities are often assigned to females.

The results of sex role stereotyping are reflected in the relatively low percentage of young women entering into and continuing on in higher education. Few role models exist for women in areas of higher education. "Prevailing attitudes are responsible for these differences. Many people still question a girl's need for education, assuming that 'she is only going to get married'. In most families, if finances make it necessary to choose between further education, the boy is given preference." "Education" **The Report of the Royal Commission on the Status of Women,** (page 177).

Since the role of education is to encourage and develop individual potential, it is necessary to eliminate sex role stereotyping in the educational system. Some efforts towards this end are presently taking place in B.C., and students could examine their impact on changing schools in the province.

General Projects

1. Determine the ratio of male and female teachers, principals and supervisors at the elementary and secondary school level in your district.

   a) Compare the results with the provincial statistics. (Refer to the Fact Sheet).

   b) Interview teachers, principals and supervisors and have them explain why males and females dominate in different areas of the school system.

   c) Explain the implications of the different ratios of males and females in the school system. (e.g., as role models, for job satisfaction and for economic status.)

Fact Sheet

School System 1974 B.C.[1]

1. 32% of all full-time elementary teachers are male; 68% are female.
   69% of all full-time secondary teachers are male; 31% are female.
   49% of all full-time teachers are male.

Table 1. Number of University Degrees Granted in Canada and Percentage of Degrees Granted to Women, in Selected Years, 1930-31 to 1966-67

Academic Year	Bachelor and first professional degrees*			Master degrees and licences** †			Doctorates (earned)			Doctorates (honorary)		
	Total	Women	Women percentage of total	Total	Women	Women percentage of total	Total	Women	Women percentage of total	Total	Total	Women percentage of total
1930-31	5,290	1,338	25.3	468	100	21.4	46	7	15.2	95	—	—
1940-41	6,576	1,582	24.1	673	71	10.5	75	5	6.7	83	6	7.2
1945-46	8,192	2,200	26.9	877	99	11.3	104	12	11.5	134	6	4.5
1950-51	15,754	3,200	20.3	1,632	227	13.9	202	11	5.4	186	11	5.9
1955-56	13,770	3,151	22.9	1,459	303	20.8	266	17	6.4	200	15	7.5
1960-61	20,240	5,211	25.7	2,447	456	19.0	305	26	8.5	265	14	5.3
1961-62	23,102	6,320	27.4	2,813	603	21.4	321	26	8.1	240	11	4.6
1962-63	25,221	7,053	28.0	3,152	657	20.8	421	34	8.1	254	7	2.8
1963-64	29,084	8,368	28.8	3,490	671	19.2	481	38	7.9	244	13	5.3
1964-65	33,497	10,416	31.1	4,096	835	20.4	569	54	9.5	258	15	5.8
1965-66	38,470	12,660	32.9	5,233	996	19.0	697	76	10.9	254	20	7.9
1966-67	43,843	15,137	34.5	6,253	1,290	20.6	788	60	7.6	321	24	7.5

* Includes equivalent diplomas, as for example, in theology and honours degrees.

** The *licence* in the French language universities was the next degree after the bachelor's degree and corresponded more or less with the master's degree in the Enlish educational system. Since 1961, licence is roughly the equivalent of a bachelor's degree.

† Excludes master and *licence* degrees (e.g., in law, optometry), which are in reality first professional degrees and which are included in that column.

SOURCE: Dominion Bureau of Statistics. *Survey of Higher Education.* Part II, 1964-65—1965-66—1966-67, Cat. no. 81-211, Ottawa, Queen's Printer, Table 8.

2. 92.2% of principals are male; 7.8% are female.
3. 74.1% of district supervisors are male; 25.9% are female.
4. There are no female secondary principals.
   There are 4 female secondary vice-principals.

2. Examine the differences between males and females in their achievement at school:

   a) Use labour force statistics to find the mean education of males and females in Canada. Can you explain the differences you find?

   b) Examine the following table on sex differences in the achievement of higher degrees. What changes have taken place over time? Can you explain the changes? What degrees are women most likely to get? What are the reasons for this? The Royal Commission Report includes information that will be useful for this activity.

3. Read the attached study "Elementary Schools Stereotype the Sexes", done by Saanich students Pat Evans and Penny Gibbs.

   a) Why do they say that schools encourage stereotypes?

   b) Discuss ways in which their proposed solutions can and are being implemented.

   c) Conduct a similar survey in your own district. You might want to compile information on secondary school and/or elementary schools.

   In addition to examining textbooks and intereviewing students, you might interview parents, teachers, principals and trustees for their attitudes towards sex role stereotyping in the school system.

Form J — Teachers Report on Qualifications

ELEMENTARY SCHOOLS STEREOTYPE THE SEXES

By Pat Evans and Penny Gibbs

Conducting a research study of their own design, two Grade 11 students found that elementary pupils are conditioned from 'day one' to believe in sex roles that offend many people today.

In January 1974, we were two bored Grade 11 honor students, dreading the thought of entering a mainstream English course. We were lucky enough to be scheduled with a perceptive teacher, with whom we had taken creative writing the previous semester. The result of that scheduling is a report, which to our great surprise is receiving attention throughout the province.

We were entering our second semester in Grade 11, at Parkland Secondary School near Sidney, on southern Vancouver Island. Having been on various extended English programs throughout junior secondary school, we were not looking forward to the possibility of sitting through a regular English class.

Fortunately, we were in the class of Ross Martin, who knew of our needs and abilities through a class in the previous semester. He knew there was little we could gain from a regular program. We asked for and were granted permission to design our own program.

We spent the next few English classes in the library, working on various ideas before we came up with the final proposal. We submitted it to our teacher and received his enthusiastic approval. We were on our own. Five months later, we handed him the resulting project: a 50-page document entitled 'Sex-Role Stereotyping in District #63 Elementary Schools: A Study and Appraisal.'

Since the report's release and distribution to the local school board, it has gone to representatives of the B.C. Teachers' Federation and the Department of Education. At first, we were surprised when we began to receive letters and phone calls from people who had read the report. But the more contacts we made, the more we realized that other people shared our concerns. It was encouraging in more ways than one. We began to wonder if there was somebody listening to students in the system after all.

IDEA WAS SPONTANEOUS

The idea for the project was just 'one of those things' that popped up during an after-school conversation. We were trying to decide what sort of project would be most useful to us as a learning experience. When this idea came up, we both took to it immediately. It would be useful to us, and, we hoped, to other people as well.

Our detailed proposal was accepted by, first, our teacher and then the school principal. The next step was to approach the principals of the elementary schools where we should be doing our research. The people in the elementary schools were very co-operative, especially the teachers. Only once did we get the feeling we were being 'tolerated,' and even then we were not hindered. Certainly we had no trouble gaining access to the schools.

Once we began to speak with the children, we found (to our disappointment, but not to our surprise) that the elementary system is preparing hundreds of children to accept females as second-class citizens. And often, the preparation is being done in such subtle ways that even well-intentioned teachers were responsible, if only because they are forced to use sexist texts.

The research was conducted through written and verbal questioning of about 250 students in the first, fourth and seventh grades at five elementary schools in the district. We borrowed textbooks and spoke with teachers, and generally attempted to evaluate the atmospheres of the schools and classrooms. Then, loaded with texts, cassette tapes and completed questionnaires, we returned to our own school to spend the remainder of the English periods of the semester to evaluate our findings.

It didn't take long to figure out what we were up against. In a class of 30 Grade 1s from the largest elementary school we visited, all 14 girls wanted to be nurses when they grew up. This was an open question with no prompting. We couldn't believe our ears. Later when we went back over the results from the entire class, we found the 16 boys had chosen nine different jobs among them.

While we realize the problem of sex role indoctrination is not just the fault of the school system, we're convinced we found good reason to believe that stereotypes are encouraged and nurtured there.

SUBLIMINAL INFLUENCES

It isn't an obvious thing, but more of a subliminal one. The influences are always there, in the math texts, the readers, the games, the alphabet cards. By the time children get to Grade 7, they've got such a solidly sexist base to operate from that very few of them are able to make a decision based simply on merit without considering sex unconsciously. They've been given an incredibly biased background.

In all the answers to our questions, we came up with the same basic themes from the small children: there are 'boys' jobs and girls' jobs,' women are nurses and men are doctors, women are mommys and men do work, there are things that are right for girls and wrong for boys (such as playing with dolls) and vice versa (playing with trucks).

UNEXPECTED FACET

Beyond these basic feelings, there was another, more unexpected facet that we discovered — a very disturbing aspect of the overall problem. It was that the lessons of discrimination were often better learned than the lessons supposedly in the curriculum.

The Grade 7 students who answered our written questionnaire could barely spell or write the answers to the simple questions.

In both written and verbal answers, we found many things we see as very major faults of the present system. The first was this illiteracy. Second, the children seemed unable to express their own opinions. They approached the questionnaires (which we repeatedly stressed were not tests) with all the trepidation and hesitation of students writing college entrance exams.

They were incredibly concerned about getting the 'right' answers, even though we told them several times that there were none, that all we wanted to know was what they thought. They seemed to have had it drummed into them only to regurgitate what the teachers (in this case us as interviewers) wanted to hear. During our talks they simply repeated what they had been told, by television or by listening to adults. One Grade 4 boy said he was sick of all those women's libbers. But when we asked him to elaborate, he admitted he was just repeating what his father had said. He didn't know what a women's libber was.

Almost every child interviewed put the father's role in the family ahead of the mother's. They seemed unable to associate the concept of meaningful work with the tasks of housekeeping. In studying textbooks we found stereotypes where we least expected them. We never realized how successfully math texts could be used to reinforce roles. The overall level of stereotyping in textbooks is very high, and until this situation is rectified, even the most concerted effort on the part of teachers or administrators will be of little value.

STEREOTYPES IN MATH TEXTS

The math texts' faults were basically found in the areas of problems, although illustrations and other comments carried the stereotyping throughout. In the problem sections, children in the problem stories were given choices of things to buy with certain amounts of money. Every item to be chosen by a girl was one of the following: a doll or accessory for a doll; an item of clothing; an item of food, often cookies they were helping mother prepare. They chose from these limited categories, while boys in the same problem sections had an almost endless variety of toys, sports equipment, books, puzzles, science supplies and other things to pick from.

The textbook evaluation in the report ended with the following statement, adapted from an article by Sherril Cheda in *Chatelaine* magazine:

'Obviously, one book is not going to ruin a child. But shelves of books, a lifetime of reading, listening, watching and playing goes a long way in helping us form conceptions of ourselves.'

We concluded that the stereotypes that begin with day one in these elementary schools can ultimately have only a deleterious effect in later years, no matter how the school system adapts at the secondary level.

If the stereotypes are there, it will make no difference, for example, that shop classes are co-educational, because the girls will have been firmly told that shop doesn't apply to them. We find this idea particularly disturbing from the point of view of the uniformity of the answers of the Grade 7s. They are at the stage where their course selections for junior secondary begin the formulation of career plans. And already they're weighed down with an incredibly biased background from which to choose. Their perceptions of future opportunities are bound to be inaccurate.

Undoubtedly, there's a long way to go. We don't expect our report to have any real effect in District #63, at least at the present time. We hope that what it will do, is help lay the groundwork so that some time in the future the effects of this report and others like it that must follow will be felt. People are beginning to demand these sorts of changes, to improve the school system.

While we realize the problem of sex role indoctrination is not just the fault of the school system, we're convinced we found good reason to believe that stereotypes are encouraged and nurtured there.

NO EASY SOLUTION

The remedy or solution to the problem of sex role stereotyping is not an easy one, and we did not go to great lengths to outline methods of change. But we did outline what we thought the goals of the system ought to be.

Obviously, the schools cannot be given the complete blame for these children's education. But whether the ideas come from the home or school or television or anywhere else, we feel it is the place of the school to teach the ability to choose.

To create a useful background, children must be shown examples that deal with the real world. To portray women only as wives, mothers and nurses is not only harmful, but unrealistic. We proposed to the school district that a realistic background be provided through the following means:

1. A policy of total equality for all people, reflected in the curriculum, teaching ideals and school administration;
2. A constant watch on texts and other materials to guard against harmful, but some times unintentional, biases and discrimination, concerned with sex, race, religion and so on;
3. An open attitude toward the development of children that would encourage their appreciation of all human beings as individuals. This attitude should foster abilities to discuss, reasons, evaluate and choose for themselves on a basis of individual merit.

We realize that it would be wrong to present a utopian ideal to children and then throw them out suddenly into a real world full of inequality. But what we feel must be done is to encourage them to recognize prejudices and decide if they are valid. If you show a little girl that someone is saying she can't play in the mud, just because she's a girl, and she knows she can and she enjoys it, she'll question the concept that decides what girls can and can't do. The ability to evaluate and choose will develop to the point where a young adult can recognize a prejudice that is rationally groundless, and work to overcome it.

Now that our report is in our past, we can look at it and feel a bit overwhelmed that we actually undertook something of those proportions. We should probably not have gone ahead if we had known what we were getting into. But it has been very worthwhile. We just hope the fact that our project was successful will encourage other schools to allow their students to examine and criticize, because we feel this process can only be constructive. And we know there's an incredible amount of work to be done, so there can never be too much encouragement.

In January 1975, neither of us was still in District #63. Pat, skipping Grade 12, entered the spring semester at Simon Fraser University, while Penny graduated to enter the working world. But we'd like to think that we've done something more than the average student. Together, we spent nearly 25 years in the district, and we'd certainly welcome any improvements to it. We hope that what we left behind will help foster those improvements, in the next 25 years.

4. Find out about the types of initiative that are being taken to eliminate sex role stereotyping in education.

   — What steps have been taken by the provincial government?

   — What changes are taking place in curriculum at the elementary and secondary levels?

   — What steps are being taken at the local level to eliminate sexual discrimination? Interview teachers and school board members.

   — What are teachers and their federation, the B.C.T.F., doing about sex discrimination in schools?

   — What is being or can be done in your own school?

   This activity might best be undertaken at the end of the unit when students have studied education in their own area.

Elementary School System

1. Explain why some school playgrounds have been segregated into male-female areas. Discuss the types of different play activities which result from a segregated system. Examine the attitude toward individual interests and abilities which might result from intergrated play areas. Are students in favour of or against integrated playgrounds? Why? Are teachers for or against them? Why?

2. Examine the attitudes and references toward women in the textbooks from an elementary school. In what roles are women placed? What phrases, adjectives and expressions are used to describe the women in these books? How do these affect your attitudes towards the women portrayed? How many books have women or girls as central characters?

   Use the Department of Education publication **Guidelines for Equal Treatment of the Sexes** to guide your study.

3. Rewrite a short story from an elementary school text. Reverse the male-female characters. Discuss the ways in which a role-reversal changes the story.

4. Tape record elementary school students' responses to questions about their future careers. Examine the types of answers to see if sex role stereotyping plays a major part in their ideas about their careers.

   Create alphabet posters in which women are referred to in a variety of occupations. Example: A is Anne. Anne is an Architect. Try to have them used in an elementary school class. What is the reaction of the students?

5. Examine television shows for children and television and radio broadcasts that are used in schools to see if sex role stereotyping occurs. Example: a production of "Sesame Street" or "The Friendly Giant". Make a report to the class.

6. Research non-sexist materials for elementary school students. Use resources in the local community (libraries and schools). Try writing your own non-sexist materials (e.g., arithmetic problems where girls do carpentry problems, stories with non-stereotyped characters).

Secondary Schools

1. Are any activities within the classroom assigned to students on the basis of sex? How can tasks be equally divided?

2. Are physical education classes segregated in your school?

   — Why? Talk to physical education teachers about it. Talk to other students about it. Read materials arguing for or against it (See bibliography on this unit, physiology unit, **Womensport Magazine**, etc.). You might organize a debate on the issue in your class.

   — Are any other classes segregated?

   — What attitudes does our society have towards women's athletics? Are these attitudes changing? Interview women athletes at your school and in your community. Have they experienced any conflict between their athletic achievement and society's definition of femininity? Is the problem similar or different for males?

3. What is the role of cheerleaders at team games? Do cheerleaders fulfill the traditionally stereotyped roles for women in society? If so, how?

4. Examine the literature on careers in the counsellor's office. Are women and men shown in all the careers? When was the material copyrighted? Find new pamphlets and posters which show women in non-traditional careers such as engineering, plumbing, flying, forestry, etc. (Refer to information from Canada Manpower.)

5. What elective courses are offered at your school? Are the courses open to both males and females? What courses tend to be chosen by females? By males? Are there any implications of sex role stereotyping in course selection? Explain your reasons. Do certain courses have more prestige and status than other courses? What courses tend to be taught by males? By females? Explain your results.

6. Create a dialogue in which a female student is discussing her future career with the counsellor. The counsellor assumes that she should direct her ideals toward nursing. The student wants to be a doctor. Probe into the traditional assumptions about the role of women. Examine the ways in which these attitudes are changing.

7. Create a dialogue in which a male student is discussing all the ideas he has concerning his future career with his counsellor. At the conclusion of the dialogue, rewrite his part with a female student's name. Examine the result of the reversal.

8. Create a dialogue in which a young woman is discussing her future with her mother. She wants to be "a wife and a mother". Re-create the dialogue using a boy and his father. Examine the differences in approval and disapproval when a male wants to be "a husband and a father". Discuss the implications of the double standard.

9. Create a dialogue in which two young female students are discussing the coming graduation dance. One young woman wants to wait until she is asked by a male student to attend the dance. The other is going to ask a male student to the dance. Focus on both points of view. Examine why most women expect "to be asked".

10. A committee of male and female high school teachers discuss the pros and cons of having Mrs. Helen Atkinson, a forty year old married mother of two children, aged 12 and 14, become the principal of their school. She and another male seem equally qualified. What possible questions might the committee be interested in asking Mrs. Atkinson? Set up a short scene which begins with the committee asking Mrs. Atkinson to come in and answer some of these questions.

11. A relatively able high school girl in the fall of her senior year comes to talk with a woman counsellor. The girl is troubled because her father

refuses to support her in a college pre-med course of study. Being a strong man who dominates both her and her mother, the father is willing to support his daughter's education only if she studies to become a secretary or a nurse. Unfortunately, the girl's school records aren't high enough to get her a full scholarship. Describe the following two scenes. In the first, have the girl talking with her counsellor. In the second, have the counsellor meeting with the girl's parents.

12. Janice is the only girl who has signed up for an automotive course. Create a dialogue in which she tries to convince her friend, Marion, to also take the course. Create a series of diary entries in which Janice describes her reasons for choosing the course. Include her feelings and fears about being different from the others in her class.

13. Pretend you are a female student living in the year 2500 A.D. Keep a journal discussing the changes in attitudes and treatments of males and females in the school system.

14. Focus on a number of different areas within the educational system. Work in small groups, making lists of the areas of male-female roles in the school. Clarify the areas of interest and allow each member of the group to examine one particular area of interest. Write a description of how these roles are changing. Create a humanistic view of the system which incorporates both males and females as intelligent and capable human beings.

15. Pretend you are the first woman principal in a school. Create a series of journal entries examining:

    a) The initial attitudes and feelings of the teachers and students concerning your appointment. Imagine a variety of different kinds of students and teachers.

    b) The changes in their attitudes at the end of a successful year. Focus on the ways in which you achieved success through an understanding of traditional attitudes toward women.

16. Women in the home are involved in teaching and educating their children before they enter the school system. However, they are not classified as teachers, nor are they paid for their work. Discuss society's attitudes toward women in the home. Examine the possibility of paying women for their work in the home.

17. Interview women teachers. Have them discuss their reasons for choosing teaching as a career.

    How many students in the class are planning on teaching as a career? Is there an equal representation of each sex? Are the reasons for choosing teaching and the expectations for teaching the same for boys and girls?

    Can you conclude anything about the reasons for the unequal representation of men and women at the elementary, secondary and administrative levels?

WOMEN IN LITERATURE AND THE ARTS

After studying this unit the student should:

1. Realize how women are portrayed in works of literature prescribed in the school curriculum.
2. Recognize how women are portrayed in literature and other arts.
3. Understand why women are portrayed in certain ways.
4. Know about women artists and their achievements.
5. Understand the economic and social circumstances which have restricted women's involvement in the arts.
6. Appreciate the ways in which women have expressed themselves in daily life arts.

Teacher Summary

Why have so few women actively participated in the creative and performing arts? Essentially, very few women have had the opportunity to become artists. Historically, the personal and social roles of women, combined with the economic and legal restrictions, prevented women from pursuing careers as artists. During different periods of history, many institutions such as apprenticeships, craft guilds, and universities closed their doors to women. As a result, the vast majority of artistic creations have been produced by men. Men sought to explore the "reality of women", through writing, painting, and music, but they were often confined by their own historical and cultural interpretations of women. They imposed personality, style, emotion, motivation and social roles on women. They idolized women as queens and virgins and degraded women as beasts of burden, shrews and courtesans. Thus, art has been about women but not by women. Male artists defined women as they thought women were, or as they thought women should be, but seldom as women really are.

In **A Room of One's Own**, Virginia Woolf says "a woman must have money and a room of her own if she is to write fiction." How could women have money when property and bank accounts were owned by fathers and husbands? How could women have privacy and rooms of their own when large families placed daily demands upon their time and energy? In essence, how could

Money, time, privacy and encouragement were available only to a few women and frequently they had to create in secrecy and seclusion. The powers of women artists were imprisoned.

Significantly, few women writers and artists emerged. One important element in writers such as Jane Austen and Emily Bronte is that they wrote "as women write, not as men write." Also, through their works, they established an awareness that the concerns, perceptions and activities of women were not "mere women's work."

Men having had the power to control and also the power to label and define areas of creative work as "art" and "non-art". Certain activities were accorded prestige and status while other activities were labelled as work and necessity. The crafts, skills and arts of daily life, the areas in which women have been predominant, have seldom been perceived as artistic endeavors. Through the slow acceptance of women into the traditional arts, women began to define themselves. Anais Nin, contemporary novelist and diarist, states that "the woman artist has to create something different from man . . . she has to sever herself from the myth man creates." The woman artist is just beginning to discover her creative potential.

Study of Women's Roles in the English Curriculum

1. Examine the number of novels and plays written by men and women which are in the English curriculum.
   a) Identify the roles played by women. How stereotyped are they?
   b) Identify sexist references to women. (Use "Guidelines to Equal Treatment of the Sexes." Department of Education Publication.)
   c) Examine the types of dialogue used by the female characters in the novels or plays. Rewrite part of the dialogue so that the female characters are seen as people with ability, intelligence an dignity.
   d) Examine the copyright dates of the various novels and plays. Try to determine the types of attitudes toward women which were being displayed at the time.
2. Create a dialogue between two of the female characters found in the literature on the curriculum or in the bibliography.
   a) Have the characters discuss their family backgrounds, economic situations and selfconcept. If they play traditional roles, have them discuss how they became involved in their roles.
3. Reverse the roles of the characters in one of the short stories on the English curriculum. Examine how the reversal influences a person's perceptions of social roles, e.g., "Mr. Know-all" by Somerset Maugham (English 10).
4. Using one of the female characters found in a particular piece of literature, create a series of diary entries for her. Probe into her feelings about herself and the role in which she is involved.
5. Read Truman Capote's **The Grass Harp.** (English 11 Curriculum.) Focus on the "dialy life" arts practised by the female characters.
   a) Are their activities viewed as important?
   b) Explain why their abilities and talents are viewed as important or "mere woman's work".
   c) Explain how these women contribute to the sensitivities and perceptions of the narrator.
6. Read **I Never Promised You a Rose Garden,** by Hannah Green. (English 12 Curriculum.)
   a) Focus on the source of Deborah's mental illness.

b) Examine Dr. Fried's role as a woman psychiatrist.

7. Read **Lord of the Flies,** by William Golding. (English 11 Curriculum.)

   a) Why are the characters all male?

   b) Would the same events and actions have occurred if the characters were female? If not, why not?

8. Read **The Chrysalids,** by John Wyndham. (English 10 Curriculum.)

   a) Discuss the activities of women as presented in this novel. You might want to look at the "Norm" for women, e.g., David's mother, Petra and Rosalind.

   b) Explain why the women, if they were unable to reproduce a "perfect image" child after three births, were thrown out to the Fringes. What is the purpose of women in the society of Waknuk? What happened to the men who fathered these children? Explain.

   c) Describe what you think would be the position of women in Waknuk? Explain.

9. Read **To Kill a Mockingbird,** by Harper Lee. (English 10 Curriculum.)

   a) Who is the main character? How does she conform to or vary from the female stereotype?

   b) What are the roles and activities of women in Maycomb County?

   c) Why does Scout's aunt insist upon Scout wearing a skirt?

Women's Portrayal in Literature and Other Arts

10. Science fiction and Utopian literature often try to present a vision of a future society. Examine the types of activities and roles in which women participate in the future.

    References:

    Clarke, Arthur C. — **Childhood's End.**

    Huxley, Aldous — **Brave New World.**

    Orwell, George — **1984.**

    Herbert, Frank — **Dune**

11. Create a description of a Utopian society in which men and women are shown as equals with individual abilities and aspirations.

12. Select two or three pieces of literature written by women writers. After reading the selections, discuss the subject matter they contain and the ways in which women are portrayed.

13. Select novels and short stories in which women are portrayed.

    a) How are the women described?

    b) What roles do the women play?

    c) What happens to the women? Why?

    References:

    Dickens, **Great Expectations.**

    Fowles, **The Collector.**

Hardy, **Tess of the D'Ubervilles.**

Jude the Obscure

Hawthorne, **The Scarlet Letter.**

14. Read the play "A Long Day's Journey Into Night" by Eugene O'Neill. Focus on:

    a) The causes of the mother's problems.

    b) Suggest possible solutions.

    c) Discuss the family structure.

    d) What did "home" represent to the mother?

15. Examine paintings of women by artists such as Renoir, Rembrandt, Picasso, Dali, Modigliani, Manet, etc. How do they portray women? Relate the pictures to the time when the artist painted.

16. Examine movies and the way they portray women. Has the portrayal of women changed over time? Look at some actresses and the kind of women they have portrayed.

    (e.g., Mae West, Katherine Hepburn, Marilyn Monroe, Marlene Dietrich, Doris Day, Liv Ulmann.)

17. Have students listen to contemporary songs; provide written words if possible. Some suggested songs are those written by Tanya Tucker, Tammy Wynett, Carly Simon, Gladys Knight, Joni Mitchell, Janis Joplin, Carol King, Johnny Cash, Lauretta Lynn, June Carter, Neil Diamond, Gordon Lightfoot, Rolling Stones, etc. The following questions might be useful for discussion and thought:

    a) What is the theme of the song? e.g., love, war, hate, etc.

    b) Is there sex stereotyping in the song?

    c) Compare and contrast certain songs, for example, Helen Reddy's "I Am Woman" with Carol King's "Where You Lead". What attitudes concerning women are portrayed in these songs? How do these attitudes differ in each song?

    d) You may also wish to investigate the "top 20" for women singers and songwriters to see if these women are involved with specific women's issues. Discuss your findings.

18. Write your own songs which deal specifically with women's issues. For example day care, stereotyping, equal opportunities, etc. You might look at songwriters Erna Van Daele and Kem March (Branching Out — July/August 1975, page 10) or Rita McNeil: **Songbook** (Canadian Women's Educational Press).

19. Make a list of titles of at least five songs which involve the traditional view of woman. Do the same for a man. Present this to the class through a skit. For example:

Female	**Male**
"You Make Me Feel Like A Natural Women"	"Boy Named Sue"
"Lay Lady Lay"	"Bad, Bad Leroy Brown"
"Only Women"	"Rapid Roy the Stock Car Boy"

"Stand By Your Man"

"I'm The Happiest Girl In The U.S.A.

"Don't Mess Around With Jim"

"A Man Needs A Maid"

20. Discuss the "image" of women as presented in ballet. Focus on:

    a) Physical appearance of the ballerina.

    b) Roles given to the female dancer.

    c) Roles given to the male dancer.

    d) Subject of the ballet, e.g., Sleeping Beauty, Swan Lake, etc.

21. Dance is considered a "feminine" skill and hence not strenuous but in reality it is a very strenuous art, demanding on both the mind and the body.

    a) Make a list of those characteristics necessary to become a good dancer, i.e., dedicated, conscientious . . . .

    b) Compare this list to a list of those elements of dance which have made it an acceptable "feminine" skill. Can you explain differences in the characteristics of a dancer in reality and in the "performance". Is the dancer carrying out a stereotype image of woman? Explain.

22. "There are two kinds of art", Joyce Wieland once remarked. "Man art and woman art. They are two different kinds of people, so the art comes out differently." Discuss the implications of this statement. Do you agree with it?

23. Examine a popular situation comedy on T.V. Compare the presentation of roles of both male and female characters. Do they differ? Explain. You might like to look at "All in the Family", "M.A.S.H.", "Rhoda", "Happy Days" and "Excuse My French".

24. Examine women's magazines: **Chatelaine, Redbook, Goodhousekeeping, Vogue, Glamour, Ms., Miss Chatelaine** and **The New Woman.** How do these magazines differ? Consider the quality and variety of articles offered, advertising and readability. What conclusions can you draw concerning the magazine and its readers?

Study of Women Artists

25. Research biographical information on modern or contemporary women writers such as: Virginia Woolf, Katherine Mansfield, Katherine Ann Porter, Doris Lessing, Sylvia Plath, Anais Nin, Margaret Atwood, Margaret Laurence, etc.

    a) Discuss the family and economic situations of the writer. What allowed her to write? What difficulties did she have because of being a woman?

    b) Read at least one novel by each writer. In what ways can you relate the work to the biographical information you have found?

26. Research biographical information on one of the following women writers: Emily Bronte, Charlotte Bronte, Jane Austen, George Eliot, Suzanna Moodie, Emily Carr, Lucy Montgomery, Emily Dickinson.

    a) Discuss the family and economic situations of the individual writer.

    b) Discuss the family and economic situations of other women who

were living at the same time. Try to determine how the writer was capable of creating literature considering personal circumstances.

c) Read something written by the woman you have researched. Can you relate her writing to her life? What are the major themes of her writing?

27. Research biographical information on George Eliot and/or George Sand. Discuss the reasons for their use of a pseudonym.

28. Research biographical information on Emily Carr.

29. In **A Room of One's Own,** Virginia Woolf imaginatevely creates a sister for Shakespeare.

a) Determine the factors which would have prevented her from becoming a great artist. Use your imagination before referring to Woolf's ideas

b) During Shakespeare's time, women were not permitted to act on stage. Determine the types of attitudes which surrounded women during that time.

c) Create a conversation between four or five women who decide to participate in a Shakespearean play in spite of the law. Why do they decide to become involved in acting? What injustices do they encounter and feel?

30. Create a list of Canadian women writers: (Suggestions — Margaret Atwood, Ethel Wilson, Alic Munro, Gabrielle Roy, Margaret Laurence.)

a) List their works.

b) Read one or two works by each writer. Examine the roles of the female characters.

c) Create a short biography on one of the writers. Use school and public libraries and women's centres in order to acquire information on the writers.

31. Write a list of Canadian women sculptors, artists, painters, photographers and dancers.

a) Write a biography on the artist.

b) Probe into their feelings and attitudes about their role in society.

c) Look at the works of art they have created.

32. View the slides of Canadian women artists in the **Women's Kit.**

a) Examine the subject matter.

b) Elaborate on the ways in which traditional and non-traditional views by and about women are communicated through the slides.

33. Refer to **Herstory Calendar.** 1975

a) Read about the women artists mentioned in the calendar.

b) Probe further into the lives of one or two of the artists for an understanding of their lives and works.

34. Research biographical information on one of the following successful women musicians and singers: Joni Mitchell, Liona Boyd, Anne Mortifee, Alexis Radlin, Anne Murray, Catherine McKinnon, Ginette Reno, Joan Sutherland, France Clidat, Sandy Denny, Roberta Flack, Nina

Simone, Gladys Knight, Maggi Bell, Edith Piaf, Cleo Laine, Heather Thompson, Malvina Reynolds, Jane Mortifee, Phoebe Snow. Focus on:

a) The major influences of their lives.

b) Their accomplishments.

c) What these women are saying about women and society today.

d) Future plans.

e) The kind of work they have created.

Research the number of women composers in Canada.

a) Make a list of women composers in Canada.

b) Create a short biography on one of the composers.

c) Investigate the problems faced by women composers today.

d) Use public libraries, local musical organizations and women's centres in order to acquire information on the composers. Magazines which may prove especially useful are **Branching Out, Ms. Magazine, Chatelaine, Miss Chatelaine, The Performing Arts In Canada, Vanguard** (put out by the Vancouver Art Gallery).

e) Listen to their music if you can.

36. Invite local women musicians to perform at your school. Perhaps invite two or three at one time and have a noon-hour concert.

37. Invite local women musicians into your class to participate on a panel which could discuss:

a) Problems facing young women in the field of music. You might like to look at funding, market, schools of music, encouragement from family and community, etc.

b) Their work, the major influences of their career and their future plans.

38. Investigate the muscial facilities of your school.

a) See if girls are encouraged to play different instruments from boys.

b) Do boys and girls get equal encouragement to pursue a career in music? Explain.

c) Set up a list of instruments. Ask students to categorize instruments according to their perceptions of the male-female image.

Instrument	**Male**	**Female**	**Both**
Harp			
Oboe			
Guitar			
Drums			
Violin			
Cello			
Trumpet			
Tuba			
Piano			
Flute			

Instrument	Male	Female	Both
Clarinet			
Trombone			
Recorder			
Triangle			
Xylophone			
Autoharp			
Tambourine			

i. Explain why instruments seem appropriate to specific categories.

ii. Do you feel that stereotyping certain instruments as either male or female is damaging? Explain.

iii. Do you think this stereotyping is changing? Explain.

39. Research the number of women conductors.

a) Make a list of women conductors.

b) Create a short biography on one woman conductor.

c) List some of the possible reasons why many women are not involved in conducting. Look at Sandra Gwyn's "Women In The Arts In Canada" page 41. Other useful resources are **Ms. Magazine, Chatelaine** and a film on Antonio Brico, **"Portrait Of A Woman"** by Judy Collins and Jill Godlinow.

40. Research biographical information on one of the following women dancers: Karen Kain, Nadia Potts, Anna Wyman, Margie Gillis, Louise Durkee, Isadora Duncan, Pavlova, Margot Fonteyn. Focus on:

a) Family and economic situation.

b) Major influences of career.

c) Accomplishments to date.

d) Major difficulties encountered in career.

e) Future plans.

41. Investigate the dance facilities in your community. Focus on:

a) The founders of local dance companies or schools.

b) The number of female dance instructors.

c) The number of women involved with dance indirectly, i.e., in charge of raising funds for the dance company, in charge of advertising, etc.

d) From your investigation, what conclusions can you draw concerning women's involvement with dance? For example, "Is dance usually controlled by women?" If so, explain why.

42. Invite local female dancers from your community to perform at noon hour shows. Be sure to invite as many different "types" of dancers as possible. (ballet, modern, creative, tap.) The purpose of this activity is not only to entertain but to allow students the opportunity to see skilled dancers. It is hoped that the students would learn to appreciate the hard work and skill involved.

43. Ask students to list as many famous male artists as they can in five minutes. Then ask them to list as many famous female artists as they can in five minutes. Compare the results.

44. Sponsor an exhibition of local women artists. Invite them to display their work at your school. You may wish to follow up the exhibition with a panel discussion in which the artists could discuss: "Women In Art — Problems encountered", "Portrayal of Women in Art", "Major Influences", etc.

45. Read "Hertha Muysson Exhibition Announcement" in **Women's Kit.**

    a) According to Muysson, why did she begin to paint when she was old?

    b) Incentives, i.e., personal, social, economic.

    c) Mobility, i.e., to travel with collection of her works.

46. "Why a Women's Art Show?" Discuss the reasons "for and against" having a women's art show.

47. Investigate the image and situation of women working in the media. You might like to study the Canadian Broadcasting Corporation which is presently under observation for its policies concerning women. Focus on:

    a) Wages

    b) Rights.

    c) Opportunity for advancement.

    d) Benefits and working conditions.

48. Create a list of Canadian Women Filmmakers (e.g., Anne Wheeler, Lorna Rasmussen, Kathleen Shanon, Bonnie Kreps, Liane Brandon.)

    a) Create a short biography on one of the filmmakers.

    b) List her accomplishments.

    c) Does the filmmaker try to express the viewpoint of women through this medium? Explain.

49. Encourage students to view as many films, filmstrips, video tapes and T.V. programs as possible about women or by women. Ask that they write a brief summary of each. Share with the class.

50. Investigate the role played by Dora Mavor Moore and Yvette Brind 'Amour in the establishment of Canadian Theatre.

51. Discuss the factors which hinder women in advancement in the theatre. Focus on:

    a) Dramatic training.

    b) Educational training.

    c) Incentives, i.e., social, personal, economic.

    d) Discrimination.

    e) Mobility — ability to tour with the company (home responsibilities).

52. Discuss the role played by Dorothy Goulding, Julia Murphy and Marian Taylor in the establishment of children's theatre in Canada.

53. Research biographical information on one of the following Canadian actress': Barbara Chilcott, Susan Rubes, Kate Reid, Frances Hyland, Martha Henry, Genevieve Bujold, Malorie-Ann Spiller, Mia Anderson, Antonine Maillet. Focus on:

    a) Family and economic situation.

    b) Major influences of career.

    c) Place of training.

    d) Major accomplishments.

    e) Future plans.

54. Research information on one of the following women writers for theatre: Francois Loranger, Anne Hebert, Marie-Claire Blais, Aviva Ravel. Focus on: their accomplishments and the style and subject of their plays. Do they use this medium to deal with women's issues? Explain.

55. Investigate one of the following Canadian theatre companies:

    Redlight Theatre

    Women's Theatre Co-operative

    The Breadbakers Puppet Theatre

    Focus on:

    a) What was the organization's origin?

    b) What people were involved in its establishment?

    c) What are its major goals?

    d) How are its members working to attain those goals?

56. Survey: Create a survey which could be distributed to female students. Determine if these students have ever considered creative writing or performing arts as careers? Have them explain their attitudes toward women who are artists.

57. Women artists are currently being rediscovered, often by women's groups who are concerned with the history of women's art. Why did so many women's artistic productions get ignored? Find women's books that are only now being reprinted. Can you find examples of neglect of women in other artistic areas?

Daily Life Arts

58. Read "The Arts of Life" by Robert Briffault in the **Women's Kit.**

    a) What are the "arts of life" described by Briffault?

    b) How have women participated in the "arts of life"?

59. Daily Life Arts. Consider the activities and skills in which women participate.

    a) Why have many daily life activities been viewed as work rather than art?

    b) Define the word "artisan".

    c) Is the word "artisan" primarily associated with males or females? Why?

d) What daily life activities, particularly those involving women, have become part of the world of art? For example, weaving, sewing, batiking, and baking.

60. Find women who participate in daily life arts. Examine their work and interview them about the meaning it has in their lives.

61. Posters: Create a series of posters in which women are seen as artists.

    a) Expand the definition of artist.

    b) Include "daily life" activities of women.

62. One daily life art in which women could participate was letter, diary and journal writing.

    a) Why would women write in a private way rather than in a public way? (e.g., novels or plays.)

    b) What types of themes would be dominant in the writing of diaries and letters?

    c) What are the implications of the private nature of the writing? e.g., How many people might read the letters? Who would be interested in publishing the letters?

    d) Research women who have left "private" writing for posterity.

63. Journal: Begin to create a journal or diary of your own. Probe into a variety of areas and ideas which stimulate your imagination. Suggestions:

    a) Personal reactions to people.

    b) Emotional responses to situations at school and home.

    c) Developments in understanding about yourself.

    d) Changes in other people's attitudes and treatment of you.

    Continue to expand the areas of your journal. Use your own imagination.

64. Group: Brainstorm the types of topics which you would like to write about for a novel. (All ideas are accepted during a brainstorming session.)

    a) Focus on topics which would interest students your own age.

    b) Determine which topics might interest younger and/or older women.

    c) Would different topics be of interest to men? Explain.

WOMEN IN OTHER CULTURES

The aims of this unit are that the students:

1. Understand the different ways in which women have participated in their societies.
2. Appreciate the diversity of women's experience in different cultures.
3. Learn to read ethnographies critically.
4. Be aware of ethnocentric biases in statements about women's roles.

Teacher Summary

The materials for this unit were prepared by women in Anthropology 222 at U.B.C.

The terminology, literature and some of the content of this section are perhaps more suitable for university than for high school students. As a result, teachers may have to modify and adapt this section to meet the needs, interest and abilities of their students.

This unit is a fairly sophisticated but interesting one. It may be used to supplement other units; for example, the family, the economy, learning sex roles. It may also be used as a separate unit to develop the ideas outlined in the objectives. Students should not be simply expected to learn facts about women in other cultures.

Since this unit must depend largely on written materials about other cultures, it has been difficult to find one or two that could be recommended as texts. As a result, the unit is organized around a theoretical introduction and an extensive commentary on many of the books that are relevant. There is a danger that students simply absorb information about one or two other societies. The activities should be directed towards developing a critical and comparative perspective. The introduction will be useful for the teacher, but also for students to read and discuss.

Student Projects

1. Compare the roles of women in two separate cultures. One of these could be our own culture. Alternately, two foreign cultures could be studied. This could be undertaken by groups of students or by individuals.

2. Discuss the roles of women in a society that has undergone a major change from one cultural system to another. For example, the students could explore China or the Soviet Union before and after the com-

munist revolution or a society which has come under colonial rule. Many societies fall into this last category, including our own native Indian culture.

3. Trace the life cycle of a woman in any of the cultures being studied. Discuss aspects of childhood, puberty, adult life and old age, examining the roles and status of a woman at each stage of her life.

4. Taking the role of a woman in any of the cultures studied, trace through a day in her life, detailing all of the varied activities which she might do in a typical day.

5. Choose one ethnography (a study of a culture), and examine it critically with regard to the author's treatment of the women of that culture. How often and in what ways are women mentioned? Does the anthropologist ask questions of women, or do the men speak for the whole culture?

6. Compare the treatment of women in two ethnographies of the same culture. Many traditional ethnographies are obviously very ethnocentric and deal with women only in their biological roles of mother and lover. On the other hand, there are some more recent works which focus on women and deal with women's roles in a much more complete and unbiased way. It is all too easy to find the inadequate works, as they far outnumber the good studies on any public library shelf. With the aid of the annotated bibliography, the student should be able to find some of the better reports and compare these with earlier, more ethnocentric ethnographies.

7. **Household Space**

Women's roles in other cultures differ in the way the household and housework is seen. If, for example, a woman is responsible for the household work in an African agricultural village, this may be a much more integrated role than that of a housewife in a North American suburb.

In this regard, the division of the physical space of a household may have real effects on the relationships of men and women in the house. In many cultures, being in the kitchen does not isolate a woman from the rest of the family, as the kitchen is often the central room if not the only room in the house. The kitchen may not even exist as we know it, the cooking being done on the hearth or in a courtyard outside. This is very different from the typical North American house or apartment in which the kitchen is set off from the living and sleeping rooms.

To understand this critical difference, it may be useful to build, as a group project, a model or models showing household arrangements in various cultures and contrasting these with a model of a North American house. Unfortunately, informational material is scarce and must be extracted from books which deal with household space as a minimal part of a larger discussion.

8 **Electronic Media**

One way to bring a study to life is to use audio-visual media in preparing presentations. Students interested in such a project could put it together in a variety of ways, with costumes, sound effects, music, etc. The project could take the form of an interview between an anthropologist and a woman of the culture under study. Alternatively, the project could leave out the anthropologist, presenting conversations and activities of people of the culture. These presentations would directly involve the students in playing the roles.

9. Find materials in the school curriculum that deal with women in other cultures (Social Studies 8, elementary school Social Studies, English curriculum)

   — What activities are the women engaged in?

   — Do the women participate outside the home?

   — How much status do their activities have?

   — Find out as much as you can about the culture to see if the descriptions in the texts are accurate.

An Introductory Discussion of Ethnocentrism in Books About Women in Other Cultures

The purpose of this introduction is to define the anthropological framework used analyzing the books in the annotated bibliography.

It will explain the problems and inadequacies in the way anthropology has described the roles and nosition of women in other cultures. This perspective should help readers of ethnography acquire a more balanced view of foreign cultures.

Ethnography is the description of cultures. Assuming that all societies are structured in an orderly manner, the ethnographer uses a set of rules to discover and describe the order. The problem is that by taking these rules from their own culture they distort the perceptions of those cultures being observed. This process of viewing other cultures in terms of one's own is called "ethnocentrism".

How does ethnocentrism relate to looking at the position of women? Our culture makes categories and division of social behaviour based on sex distinctions, what is male almost always being of greater value than what is female. This is called "asymmetrical". When other cultures are studied it is assumed that asymmetrical sex distinctions exist universally in all of them. It is also assumed that the options open to women in all other cultures parallel those which exist for women in our own. This means that women are always seen in prescribed spheres, and when they are observed outside those spheres, their activities are not dealt with adequately. Because of the nature of our own economic system, the activities of women are relegated to the "private" sphere, while those of man are in the "public" sphere. This dichotomy between "public" and "private"; which has its roots in our own culture and which is male-oriented and therefore "androcentric" is then seen as a universal order existing in all other cultures. The "public" sphere is seen as active, dynamic, innovative, and exerting legitimate power over the "private" sphere. The female sphere, being "private" or domestic, is cut off from political and economic activities. It is seen as a support system to the public sphere, subordinate to the authority of the public sphere, and not exerting influence except through non-legitimate means. (i.e., behind-the-scenes manipulation.)

When an ethnographer applies this asymmetrical framework to whatever sex distinctive behaviour she or he observes in the field, her/his own cultural stereotypes emerge from the ethnography. For example, an ethnographer may take her or his own concept of "the value of domestic labour" and superimpose it on the culture being observed, ignoring other possibilities. Whereas in our culture, the domestic sphere is relegated to a subordinate position, there are cultures in which sex distinctions parallel our own, but in which the division of labour is not necessarily asymmetrical. In these cultures, men and women view themselves as merely different kinds of people with different roles to play and as co-operative participants within the total social structure. Instead of hierarchy, the division of labour is

based on complementarity, contribution and participation. Greater value is not necessarily placed on **either** sphere.

The following accounts are contrasting ways of viewing women's participation in hunting-gathering societies. The account by Robin Fox is based on the premise that all societies make sex distinctions which are hierarchal, the men being in the public sphere of action and control, and the women being in the domestic sphere (home, family, and kinship). Women are restricted to the lower decision-making levels, where their activities are reduced to merely biological functions.

Robin Fox — **Kinship and Marriage: An Anthropological Perspective.** Penguin edition, Harmendsworth, 1967, pages 31-32.

> . . . the third (principle that Fox discusses — that men usually exercise control) is no doubt contentious but I feel that objections to it are somehow unreal. By and large it is overwhelmingly true and for very good reasons. One does not need to recapitulate the evolutionary history of man to see why. For the greater part of human history, women are getting on with their highly specialized task of bearing and rearing children. It was the men who hunted the game, fought the enemies and made the decisions. This is, I am convinced, rooted in primate nature, and while social conditions in the very recent past of some industrialized societies have given women the opportunity to have a say in more things, I still think that most women would agree with the contention. This is not to say that from her hearth the woman does not exercise enormous influence — that is why I have qualified it by saying "usually"; but the sheer physiological facts of existence make her role secondary to that of the male in the decision-making process at any level higher than the purely domestic. Women who disagree with this and try to avoid its consequences have to put the female role behind them, wholly or partially . . .

In striking contrast to this is Richard B. Lee's account which emphasizes the complementarity of male-female roles. It is particularly interesting to note the recognition of women's participation in food production. Overtones of asymmetrical are absent from this account. It shows a perspective which has grown out of the order of the societies observed, rather than out of the cultural perspective of the observer.

Richard B. Lee — "What hunters do for a living, or how to make out on scarce resources" in **Man the Hunter** edited by Richard B. Lee and Irven DeVore, Aldine Publishing Co., Chicago, 1968, page 33.

> . . . Unlike agriculturalists who work hard during the planting and harvesting seasons and undergo "seasonal unemployment" for several months, the Bushmen hunter — gatherers collect food every third or fourth day throughout the year. Vegetable foods comprise from 60-80 per cent of the total daily diet by weight, and collecting involves two or three days of work per woman per week. The men also collect plants and small animals but their major contribution to the diet is the hunting of medium and large game. The men are conscientious but not particularly successful hunters; although men's and women's work input roughly equivalent in terms of man-day effort, the women provide two or three times as much food by weight as men.

The first of the next two accounts illustrates very well the ethnocentric approach of Western anthropology. Built into Beattie's description is the assumption that Western influence on African societies has been a positive

one. His stress on individuals being able to pursue personal interests indicates a Western ideal which may or may not be a desirable possibility from an African perspective. He also assumes that Western influence has "liberated" the African woman, but fails to mention that the more exciting life in the "towns" may entail the questionable benefits of prostitution.

John Beattie, Other Cultures, Aims, Methods and Achievements in Social Anthropology. Routledge and K. Paul, London, 1966. page 254.

> Western influence, especially the advent of a cash economy, and the suppression of inter-group hostility and tribal warfare, has for the first time made it possible for individuals to disregard traditional group ties with impunity. Sometimes, indeed, men can no longer sustain these ties, though they may wish to, and may feel guilty if they do not . . .
>
> Women as well as men may take advantage of the new social and economic opportunities . . . it is worth noting here that in many parts of Africa a woman who resents the restraints of the traditional way of life, perhaps as a junior wife to an old man, who already has several other wives, can now, if she wishes, leave her family and go off to seek a more exciting life in the towns.

Judith Van Allen's account gives a very different description of what Western influence has meant for the African woman. By looking at their traditional political and economic activities and comparing them to what they feel they have lost in the modern setting, she comes closer to a more balanced and realistic view of the "actual" position of women in Africa today.

Judith Van Allen "Sitting on a Man-Colonialism and the Lost Political Institutions of Igbo Women" in Canadian Journal of African Studies, volume 6, number 2, 1972.

> In the conventional wisdom, Western influence has "emancipated" African women — through the weakening of kinship bonds and the provisions of "free choice" in Christian monagamous marriage, the suppression of "barbarous" practices, the opening of schools, the introduction of modern medicine and hygiene, and sometimes of female suffrage.
>
> But Westernization is not an unmixed blessing. The experience of Igbo women under British colonialism shows that Western influence can sometimes weaken or destroy women's traditional autonomy or power in exchange.
>
> Igbo women had a significant role in traditional political life. As individuals they participated in village meetings with men, but their real political power was based on the solidarity of women, as expressed in their own political institutions — their meetings (**mikiri or mitiri**), their market networks, their kinship groups, and their right to use strikes, boycotts and force to effect their decisions.

The use of culturally biased dichotomies (i.e., public — private; order — disorder; male — female; superior — inferior; active — passive; and good — evil), for observing and describing cultures is not an adequate way of looking at most societies and particularly at the position of women in these societies. These dichotomies distort the **actual** way in which women participate as contributing members of society. These dichotomies:

a) Classify women in closed spheres that are not necessarily the only spheres in which they participate.

b) Place a value judgment of women's activities which implies that their participation is not comparable to that of men.

c) Trivialize these activities even though they may, in fact, be at least as crucial to the survival and maintenance of that society as men's activities.

d) Imply that where women participate in spheres that do not parallel women's spheres in our own culture, this participation is irrelevant or even unworthy of adequate description. The result is that women are not used as informants to describe their own position in the way that men are.

Therefore, it is crucial that women in other cultures be viewed in terms of:

a) Their co-operative participation in a total social order.

b) Their economic and political contribution.

c) Influence rather than power.

d) Male and female roles which are complementary to each other, rather than exclusive or antagonistic.

Viewing women in these terms necessitates a new approach to ethnography in order to describe cultures in terms of **their own values**, rather than in terms of an ethnocentric perspective. Examples of this alternate perspective will be presented in the following section which deals with personal accounts by and about women.